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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for program delivery. This desk reference handbook, one of five volumes in subset C, is designed to help answer questions dealing with career guidance including how to infuse it into the classroom, how to get occupational and educational information, how to select the information materials, how to organize the materials, and how to store them so they can receive maximum use by both educators and students. There are nine sections: (1) Career resource centers, (2) identification, evaluation and selection of occupational, placement, educational, and personal-social information resource materials, (3) reading the "Dictionary of Occupational Titles," (4) the "Occupational Outlook Handbook," (5) filing systems for occupational and educational information, (6) sample materials and activities for autobiographical and biographical information, (7) sample materials and activities for career awareness, (8) sample materials and activities for decisionmaking, and (9) sample materials and activities for placement. (TA)

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RESEARCH AND DEVELOPMENT 118 C2

CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS

Desk Reference:

Techniques and Procedures for Facilitating Career Counseling and Placement

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1977

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This *Desk Reference* has been developed as a complementary unit to the following publications of A COMPREHENSIVE CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH SYSTEM FOR RURAL (SMALL) SCHOOLS:

- *An Individualized Approach to Career Counseling and Placement*
- *Career Counseling in the Rural School*
- *Transitional Placement in the Rural School*

These units listed above include detailed presentations of many of the materials and concepts presented in brief form in the *Desk Reference*. This *Desk Reference* is not intended to replace or summarize all the materials in these three units, but rather to offer guides, aids, and sources of supplementary information which can be used in implementing many of the practices and services within the rural counseling program.

CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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These materials were developed by The Center for Vocational Education, Ohio, Wisconsin Vocational Studies Center, Wisconsin, and Northern Michigan University, Michigan, through three separate grants from the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

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PREFACE

"Can you tell me what an animal technician does?"

"Does a motel manager make much money?"

"How do I get a job at the bank?"

"What schools around here can teach me how to be a dental technician?"

"I applied for a job, and they want my resume . . . what's that?"

Do these questions sound familiar? If someone walked into your office or classroom right now and asked you these questions, could you answer them? Could you tell a student where to find the information and who to talk to to get the answers?

If you work with students, you probably have had to answer these or similar questions. You may have wished you could tell that inquisitive student where to find more information. A multitude of information about occupations, universities, technical and trade schools, employability skills, and related topics is available on local, state, regional, and national levels. These materials can be most helpful to the student looking for a job, deciding which college to attend, or laboring over what career to choose. Oftentimes the information is available in a school, but it is hard to find. The student (or counselor or teacher) may not be able to locate exactly what is needed, and valuable materials may be overlooked. Other times, the school may not have the materials or may not know where to get them.

This *Desk Reference* will help answer questions dealing with career guidance including how to infuse it into the classroom, how to get occupational and educational information, how to select the information materials, how to organize the materials, and how to store them so they can receive maximum use by both educators and students. This guide is designed to offer quick and brief helps in these areas. All questions cannot be answered, but much information is presented to help you find the answers you are looking for as you work with programs of career guidance.

The cumulation of resources and information appearing in this volume is due to the contributions and cooperation of many individuals. We wish to extend our appreciation to the authors, agencies, and publishers who so willingly made their own materials available for review and inclusion in the *Desk Reference.* These persons were most helpful as they offered the needed up-dated resources and materials available today. The project and center staff also deserve acknowledgment for their interest and sharing of ideas, beliefs, and editorial assistance which were most welcomed by the authors as they designed and "built" the reference. Finally, we want to extend special appreciation to Andrea Bincer and Mary Anne Hinkes for their valuable contributions in searching for and compiling many of the resources included here. Their efforts toward the project were most conscientious and refreshing.

Madison, Wisconsin
December 1976

J.L.N.
W.A.H.

FOREWORD

The concept of an easily accessible desk reference began with the hope of providing the counselor and other professional staff with references to occupational and supplemental information for the two publications, *Career Counseling in the Rural School* and *Transitional Placement in the Rural School.* As the *Desk Reference* developed it became much more than that. The abundance of references and materials available for career planning and occupational selection suggested that a Career Resource Center is a necessity for every school system. Consequently a section for developing such a center was added to the *Desk Reference.* The proliferation of information which can be gathered also suggested counselors might appreciate suggestions on setting up a filing system; and this section too was added. Another, to make the reading of the D.O.T. *(Dictionary of Occupational Titles)* more easily understood, was also added.

The last four sections of the *Desk Reference* are devoted to illustrative sample materials directly related to the two publications listed above. These may be duplicated for use or may be used by counselors as suggestions in developing their own information-gathering instruments.

Ideally we visualize the *Desk Reference* in a loose-leaf notebook where the basic information it contains will be in easy reach. The reference materials here will hopefully be personalized by each counselor's own additions so that it becomes of daily assistance in the task of helping youth in career planning and placement.

Acknowledgement is due the project staff developing this practical reference aid, particularly the major authors Jan L. Novak and Wayne A. Hammerstrom, for their thorough research in making sure references listed are current and available.

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Chapter 1

Career Resource Centers

Career Resource Centers

A growing practice in the field of career guidance and counseling is the use of "career resource centers." Basically, a "career resource center" is a designated unit or center to help persons with career information, career decisions, and career planning. The means by which this is accomplished vary. Some centers will provide informational services dealing with occupational, educational, and placement information while others will also offer the many additional career-oriented activities provided by the school.

A "career resource center" may be located in the counseling office, placement office, or special section of the library. It can even be located in a mini-bus or van which allows schools to share materials by traveling between them. The staff can include part-time volunteers, professionally trained staff, career counselors, a placement coordinator, and/or an information specialist. The "center" can be large or small and can include film and movie projectors, tape cassettes, and computer terminals. Chairs and work areas can be provided for users of the materials, and posters and displays can decorate the areas.

A "career resource center" should be designed to meet the needs of the school. The users and their interests, demands, needs, and abilities should all be taken into consideration as a school adapts the basic "career resource center" concept to "fit" the school's *total* environment.

With the basic understanding that a "career resource center" is developed to help students make decisions about their future (whether it be getting a job, going to a university, or attending a vocational college), you can begin to build a fundamental structure to offer them the necessary information, activities, resources, and experiences. From this point you can look at needs, users, school resources, available materials, etc., to begin structuring your own "career resource center."

The following pages are worksheets with which you can begin this development process. Listed are ideas and possibilities which can find a place in this type of center. The items are intended to be "thought provokers" to give you ideas. Space has been left so you can add your own ideas, suggestions, comments, or resources. Many of the items listed are developed within this *Desk Reference,* e.g., resources for educational, occupational, career, and social/personal information are listed in "Identification of Resource Materials." Additional materials are explained in other units of the *Rural America Series.*

RESOURCE CENTERS

"Thought Provokers"

What

Educational information
Occupational information
Career information
Personal-social information
Testing services
Worksheets
Printed materials: books, periodicals, newspapers, pamphlets, etc., which describe, present, identify, critique, compare, and review information and resources
Multi-media: films, filmstrips, records, tapes, cassettes, slide presentations, micro-film, etc.
Computerized information systems
Presentations
Demonstrations
Displays
Workshops and Conferences
Observations
Visitations: employers, companies, hospitals, job service office, banks, etc.
Simulation exercises
Speakers: local, state, regional, known, unknown, employment counselors, workers
People: counselors, employers, former students

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Who

Students
Teachers/instructional staff
Guidance personnel: counselors, school placement coordinators, school social workers, etc.
Staff members
Librarians
Community members
Persons seeking educational opportunities
Persons seeking occupational opportunities
Persons seeking occupational training opportunities
Persons changing employment
Persons re-entering the job market

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When

All grade levels
All school terms
Increased activity junior and senior years
Infusion into classes: English, Science, Math, Foreign Language, Home Economics, etc.
College Night/Weekend
Employer Night/Weekend
Career Night/Weekend
Parent Night
Assemblies
Individual request
Special assigned meetings/sessions (group)
Experience a "Career Day"

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Where

Library
Guidance/Counseling Office
Classroom
Special location
Mobile unit: mini-bus or van traveling between schools—share materials
Portable displays for classroom use and presentations ("How to Use. . . .")

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How

Utilize current materials collected
Add to current materials
Organize materials: filing system
Involve people: students, librarians, teachers, staff, parents, counselors, employers, workers
Utilize community and local resources
Publicize: school newspaper, local paper, assemblies, classroom presentations, pamphlets, invitations, posters, special parent/student information nights
Surveys

Follow-through studies
Evaluation of materials: staff, students, teachers, former students

Why

Makes educational, occupational, and career information available to users
Organizes materials for maximum usage
Locates materials for easy access
Assists users in educational, occupational, and career decisions

RESOURCES FOR DEVELOPING A CAREER RESOURCE CENTER

Guidelines for Establishing a Career Information Center. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009, (1974).

The Career Information Service: A Guide to Its Development and Use. Duncan F. Circle et al. Newton Public Schools, West Newton, Massachusetts 02165, (1968). (ERIC document ED 021 300)

Innovations in the Use of Career Information (Monograph Series IV: Career Information and Development). Joyce M. Chick. Houghton Mifflin, Boston, Massachusetts, (1970).

Occupational Information—Where to Get It and How to Use It in Counseling and in Teaching. Robert Hoppock. McGraw-Hill Book Company, New York, New York, (1967).

Career Information in Counseling and Teaching. Lee E. Isaacson. Allyn and Bacon, Inc., Boston, Massachusetts, (1974).

Chapter 2

Identification, Evaluation, and Selection of Occupational, Placement, Educational, and Personal-Social Information Resource Materials

Identification, Evaluation, and Selection of Occupational, Placement, Educational, and Personal-Social Information Resource Materials

A school-based information service and/or "career resource center" provides various materials for the users. Materials and resources answering questions and giving information about career topics, e.g., occupations, educational and training opportunities, employability skills, counseling techniques, and individual and group activities, need to be identified, evaluated, collected, and filed. This section of the *Desk Reference* is designed to provide quick, brief helps and guidelines for identifying, evaluating, and collecting these resource materials.

ESTABLISH A PLAN

Information is not useful in the same way for everyone—information which has relevance to one person may have no relevance to another person. Likewise, information which applies to the nation or to large urban areas may have no application to a specific rural area. Because of these different needs, one must establish a plan or focus before gathering information resources. This will help limit the selection of information and materials to those more appropriate and useful. The questions which guide the formation of such a plan are:

- Who will be using the information being collected?
- What kinds of information will they need?
- From what sources can this information be acquired?
- What procedures should be established for the use of the information and materials?

DETERMINE CLIENTELE AND TYPE OF INFORMATION NEEDED

A decision should be made early in the planning phase of who should benefit from such an organized collection of information and materials. The three most likely groups of people to be served by a school-based information service or a "career resource center" are:

- Students of the school who will use occupational, educational, and personal-social information when making career related decisions.
- Guidance personnel—which may include counselors, school placement coordinators, or school social workers—who use individual student data and knowledge of the environment in providing assistance to student clientele.

- Instructional staff who use career information in preparing courses or in dispensing career information to students.

Other groups of people who might wish to use this collection of career related information are school administrators, parents of students, and former graduates of the school. As students will most likely be the major population working with career materials, the core and basic structure of the information services or "career resource center" should cater to their needs, demands, and use. This would include materials and resources necessary for educators to assist the students in their career awareness and development.

INFORMATION CATEGORIES

In the career planning activity of students, three categories of information are considered most useful and significant. Norris et al. (1972), have suggested that these categories reflect the major life activities affecting youth: occupational, educational, and personal-social. They define these categories as follows:

- Occupational information is valid and usable data about positions, jobs, and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.

- Educational information is valid and usable data about all types of present and probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance, and conditions and problems of student life.

- Social information is valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and interpersonal relations. It is that information about human beings which will help a student to understand himself better and to improve his relations with others. Included, but not constituting the whole, are such broad areas of information as "understanding self" and "getting along with others," as well as such specific areas as boy-girl relations, manners and etiquette, leisure-time activities, personal appearance, social skills, home and family relationships, financial planning, and healthful living (pp. 28-30).

CAREER COUNSELING AND PLACEMENT PROGRAM GOALS

A close and careful look must be given to the goals and objectives of the career counseling and placement program(s) operating in the school. From these identified goals and objectives, information needs can be determined. This focusing process is simple: identify what goal is to be accomplished, then determine what is needed to achieve the desired goal. Locating sources of information is aided by a similar process. By first determining exactly what is needed, a more selective search for information sources can be used. In other words, the search for information can be based upon a *problem solving technique.*

There are several advantages to using this technique for acquiring information: only useful, relevant information will be sought, and the technique emphasizes a *process* of obtaining information as well as the content of information. A mere collection of information is not inherently useful. Sources of information which have *not* been identified are also not useful. Therefore, *how* information is acquired is as important as what information is acquired. (NOTE: Gathering information should not be solely a staff activity. Students should become competent in obtaining information relative to their own planning and decision making.)

CRITERIA FOR SELECTION OF MATERIALS

Before exploring sources of informational materials, one should be familiar with criteria for reviewing and selecting materials. Several guides have been established to serve as criteria for the selection of career information materials. These guidelines should be considered when materials are reviewed or considered for inclusion in the information service or "career resource center" materials. It must be emphasized that assessment criteria are dependent upon local and personal *use* needs. A sample of these guides follows.

Isaacson (1974) suggests items which should be considered before the collection process is undertaken:

- The group that will make major use of the materials
- The nature of the community
- The staff that will utilize the materials
- How the materials will be used
- Existing materials already available
- Auxiliary local resources
- Funds available (pp. 404-407).

In addition, Isaacson states that each acquisition should also be measured against the following criteria:

- Accuracy
- Currency
- Usability
- Reader appeal
- Thoroughness (pp. 411-419).

Norris et al. (1972) lists "General Criteria for Selecting the Materials":

- Materials should be accurate
- Materials should be representative

- Materials should represent the interests of those who will use them
- Materials should be attractive in appearance
- Materials should be adapted to the abilities of the student body
- Materials should represent the needs and desires of the staff
- The cost of materials should be an important consideration
- Occupational materials should cover entry fields thoroughly
- Materials should be up-to-date (pp. 376-379).

Hoppock (1967) suggests assessing resources through five basic questions: When? Where? Who? Why? How? Resources need to be appraised for the timeliness of the information provided, the source and geographical limitations of the evidence, the credibility of the source and authorship, the purpose(s) intended, and how the information was collected and is presented (pp. 44-50).

These guidelines are basic and can be applied to most of the materials you will encounter. In addition to these and similar criteria, catalogs, directories, and bibliographies have been published which review, rate, and/or catagorize available career education materials. These catalogs or listings will be most helpful to as you search for the materials most useful to your school.

Examples of Resources for Evaluating Materials

Additional sources for the evaluation of materials include the following:

NVGA, Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips and Printed Materials. National Vocational and Guidance Association, Washington, D.C., (1971).

Guidelines and criteria are presented for the development of career information media. While intended primarily for persons engaged in the production of media, the guidelines are also useful to those selecting and using career information media.

NVGA Bibliography: Current Career Information. A. Frietag, Editor. National Vocational Guidance Association, Washington, D.C., (1973).

Provides a compilation of career information publications and films that have been reviewed and rated according to standards established by the NVGA.

Occupational Literature: An Annotated Bibliography. Gertrude Forrester. The H. W. Wilson Company, New York, (1971).

Resource guide identifying selected sources of occupational materials for students and counselors. Criteria for selection included content, authenticity, recency, unique information, cost, and readability.

Review and Analysis of Sources of Occupational Information for Career Education (Information Series No. 89, VT 020 342). Kenneth D. Hills. ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, (1973).

Publication prepared to help the classroom teacher in identifying and assessing the various types and sources of occupational information available from government agencies, publishers, organizations, schools, and other sources.

Vocational Guidance Quarterly. National Vocational Guidance Association, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

A professional journal concerned with the role of work in people's lives. Included are current career films and current career literature listings on recently published materials. Information includes names, source, cost and classifies and rates material according to NVGA standards.

Counselor's Information Service. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.

A quarterly annotated bilbiography which reviews publications and resources of educational and vocational guidance information.

"Counselor's Check-Up List," *Counselor's Information Service* Special Supplement, Vol. 28, No. 4, December 1973. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.

A revised check-up list designed to assist counselors in keeping up-to-date with selected guidance materials. The wide range of materials dealing with educational and vocational information were selected based on opinions of a number of counselors working in a wide variety of settings. The list is designed to serve as a consolidation of some of the more important items that counselors may wish to explore.

(NOTE: Some of the preceding resources may cite materials which are no longer available due to revisions in materials or the fact that they are no longer in print. The resources, however, still are a valuable guide in suggesting many excellent materials which are still available.)

IDENTIFICATION OF RESOURCE MATERIALS

The volume of occupational and educational materials appropriate for inclusion within a school-based information service is, to say the least, extensive. This section is designed to serve as a guide or starting point for beginning and adding to a collection of resource materials. Many of the sources cited are *bibliographies of materials,* several of which deal with unique populations. Also listed are examples of mailing lists you can get on for receiving various materials.

The search for materials is an ongoing process, and in reviewing bibliographies, resource guides, and other materials, you will continually find new sources and contacts. The following sources and bibliographies are intended to *introduce* one to the variety and multitude of materials available from institutions, private corporations, government agencies, and information bureaus. Some of the materials are free or available on a loan basis while others must be purchased. The listings are *not* intended to serve as a complete guide, but rather as a base structure upon which to build and expand your search for and collection of materials. Implementing the problem solving technique will help you and the persons assisting you to collect the materials and resources most *useful* to the school, staff, and students.

Examples of *Resources, Bibliographies,* and *Catalogs* for Occupational, Placement, Educational and Personal-Social Information

Occupational Literature: An Annotated Bibliography, 1971 edition. Gertrude Forrester. H. W. Wilson Company, New York, New York, (1971).

More than 6,000 references are listed. This bibliography is considered useful for the following purposes: selecting materials for occupational collects, reader's guide to occupational literature, description of available materials, listing of materials on various subjects, and information suitable for research purposes. In addition to occupational information, references are also made for school and college information; charts, posters and graphic aids; texts; vocational planning aids; job seeking and advancement techniques; publication series, scholarships; and work-study abroad. Publications are starred (recommended for small libraries) and double-starred (most highly recommended).

Bibliographies of Career-Related Materials. Career Education Project, Education Development Center, Inc., 55 Chapel, Newton, Massachusetts 02160, (1975).

A listing of annotated bibliographies which describe career-related materials. Although the focus of the project was on adult clientele, many of the listings are also appropriate for high school seniors and school guidance staff. Materials are organized by subject (Counseling, Career Education, Financial Aids, Job Search, Occupational information, Educational and Training Directories, and Women).

Educators Guide to Free Guidance Materials. Educators Progress Service, Randolph, Wisconsin 53956.

Listings of materials and resources available. Published annually in July.

What Shall I Order for Our Career Planning and Placement Library? College Placement Council, P. O. Box 2263, Bethlehem, Pennsylvania 18001, (1976).

Bibliography of general vocational information set up by cost and, based on the funding available, suggestions for the materials to be included in the school's career library.

Career Index. Chronicle Guidance Publications, Inc., Moravia, New York 13118.

Lists about 700 sources offering free or inexpensive occupational and educational literature. Cross-references for access to occupational or educational and professional information. Updated annually.

Vocational Guidance Quarterly. National Vocational Guidance Association, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

A professional journal concerned with the role of work in people's lives. Included are current career films and current career literature listings on recently published materials. Information includes names, sources, cost, and classifies and rates materials according to NVGA standards.

Counselor's Information Service. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, Washington, D.C. 20036.

A quarterly annotated bibliography reviews publications and resources on educational and vocational guidance. Topics covered include: "Counseling," "Counselor's Bookshelf," "Occupational Information," "Educational, Vocational and Personal Guidance," "Student Aids," "Aids for the Teacher," "Guidance Material—Free or Inexpensive," "Periodicals in Guidance and Related Areas."

"Counselor's Check-Up List," S. Norman Feingold, Anne Garrett, Fae E. Hoffman, and Neil S. Dumas. *Counselor's Information Service,* special supplement Vol. 28, No. 4, December 1973. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, Washington, D.C. 20036.

A revised check-up list designed to assist counselors in keeping up-to-date with selected guidance materials. Categories include: publishers who specialize or frequently release guidance-related books; governmental agencies which distribute guidance materials; organizations which supply free or inexpensive guidance literature; and sources of educational information. Also included are free magazines, placement aids, reference materials, sources of college admissions assistance, sources of student aid information, catalogs of test publishers, film catalogs, directories, and guides to prep schools. Also listed are books specifically recommended by B'nai B'rith Career and Counseling Services as being particularly outstanding in the fields of educational and vocational guidance.

B'nai B'rith Career and Counseling Services Catalog. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.

Catalog containing complete listing of all publications (including costs) of career and counseling materials available through B'nai B'rith Career and Counseling Services. Materials include various career briefs, occupational briefs, aids for counselors and parents, education directories, and education research. (Examples of the materials are cited throughout the *Desk Reference.*)

Federal Agencies for Career Education Services. Office of Career Education, U.S. Office of Education. Washington, D.C., (January 1976).

A guide prepared to help in understanding the resources of the Federal government. The guide has two major parts: (1) a set of descriptions of 38 separate Federal programs that offer various types of resources for career education; and (2) a series of indices to help the practitioner "get at" these programs and what they offer.

Monthly Catalog of United States Government Publications. U.S. Government Printing Office, Washington, D.C.

Sale publications, reports and topic areas from government agencies are described. Most of these materials can be obtained through the Superintendent of Documents or the issuing agencies.

Bibliography for Counselors and Admissions Officers. National Association of College Admissions Counselors, 9933 Lawler Avenue, Suite 500, Skokie, Illinois 60076, (1976).

An extensive bibliography listing publications and materials under the following categories: Counseling and Guidance, School Directories, Financial Aids, Foreign Students and Study, General Readings, Minorities and Veterans, National and S/R ACAC Publications, Testing, and Publishers and Addresses. Many selections deal with career and education decision making, financial aid opportunities for students and minorities, and special concerns of the counselor.

Career Education Resource Guide: Volume I, K-6 and Volume II, 7-12. Career Education Resources, Michigan State University, East Lansing, Michigan 48824, (1975).

Two documents organizing all types of commercial career education materials under the headings of career development: self awareness, career awareness, decision making, planning and placement. Each entry has been evaluated by practicing teachers and counselors and contains a description of the material, purchasing price, and name of publisher; it also suggests the grade level and subject matter for which the material was developed.

Women: A Bibliography on Their Education and Careers. Behavioral Publications, New York, New York, (1974).

Presents an overview of the research in the area of women's education and career development. Primary emphasis is on research conducted during the last decade. Seven categories are covered including determinants of career choice, marital and familial status of working women, women in the world of work, developmental studies, history and economics of women at work, commentaries and policy papers, and continuing education of women.

Sources of Occupational Information for Counselors, Teachers, School Librarians and Students. State of Montana, Office of the Superintendent of Public Instruction, Helena, Montana 59601, (revised June 1969).

Publication prepared to assist Montana counselors, teachers, school librarians and students in locating up-to-date occupational and related educational information. Resources cited relate to the following topics: Selected Job Fields; Publications for Career Planning (Vocational, College and Career Development); Sources of Occupational Information; Educational Training Directories; Publications on Employment Opportunities; and Publications on Scholarships, Fellowships, Loans and Grants.

NVGA Bibliography: Current Career Information. A. Frietag, Editor. National Vocational Guidance Association, Washington, D.C., (1973).

Provides a compilation of career information publications and films that have been reviewed and rated according to standards established by the NVGA.

Career Education Implementation Materials. Philip Perrone. Department of Counseling and Guidance, University of Wisconsin, Madison, Wisconsin 53706, (n.d.).

A resource guide listing 571 items resulting from an ERIC search and review of documents. Each entry is identifiable by title and some include a brief description. The media and grade level are also designated. A similar listing has also been developed for *Career Education Need Assessment and Evaluation Materials* including 73 items.

National Career Information Center. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

The National Career Information Center is a service of APGA designed to keep practicing counselors informed about the resources, tools, and techniques of the field of career guidance. The Center offers *Inform,* a monthly newsletter identifying career information sources and dissemination techniques for the active counselor. Special emphasis is placed on materials that normally do not come to the counselor's attention and those presenting information on new and emerging careers. Also available are *Career Resource Bibliographies* which are special supplements with selected educational and occupational sources for career cluster areas. A new bibliography is issued each month.

The Multi-Media Catalog 1976. American Personnel and Guidance Association, 1607 New Hampshire, N.W., Washington, D.C. 20009.

A catalog listing numerous resources of books, periodicals, films, and cassettes dealing with all phases of counseling. Special sections deal with career counseling and college selection with several items dealing with women, handicapped, and other unique populations.

Vocational Education Resource Materials. A Bibliography of Materials for Handicapped and Special Education (2nd edition) and *Supplement.* Roger H. Lambert, Lloyd W. Tindall, John Gugerty, and Geraldine Strey. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin 53706, (1976).

A bibliography of hundreds of materials identified and gathered from throughout the United States and other countries. The items are coded by type of handicap, skill area, and type of material. Materials listed pertain to a variety of topics including vocational and avocational skills development (career education and job placement), communication skills, and interpersonal and behavior coping skills.

(NOTE: Some of the preceding resources may cite materials which are no longer available due to revisions in materials or the fact that they are no longer in print. The resources, however, still are valuable guides in suggesting many excellent materials which are currently available.)

Additional Sources of Information

In addition to these resource guides, the *catalogs of publishers* often list books related to career education, guidance and counseling, etc. Many of these publishers are included in the various listings throughout the resource sections. Additional publishers are listed in some of the resources presented.

Various agencies maintain *mailing lists* for distribution of publications lists, new materials listings, etc. "Counselor's Check-Up List" (B'nai B'rith Career and Counseling Services) lists twenty-six mailing lists of government agencies, e.g., Bureau of Apprenticeship and Training (U.S. Department of Labor, Washington, D.C. 20210); Manpower Administration (U.S. Department of Labor, Washington, D.C. 20210); Office of Education (U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201); President's Committee on Employment of the Handicapped (U.S. Department of Labor, Washington, D.C. 20201); Superintendent of Documents (U.S. Government Printing Office, Washington, D.C. 20402); Women's Bureau (U.S. Department of Labor, Washington, D.C. 20210); and National Science Foundation (1800 G. St., N.W., Washington, D.C. 20550).

Assorted *government publications* are available from departments and agencies. Brochures and pamphlets dealing with career and occupational information are available from government agencies and departments including the Departments of Agriculture; Commerce; Defense; Health, Education, and Welfare; Treasury; Labor; State; and Interior. This information oftentimes deals with careers within the field and/or department.

Professional and/or trade organizations often publish materials which can be included in your career information collection. Lists of these organizations and addresses are included in Norris et al. (1972) in the appendix and in the "Counselor's Check-Up List."

Free newsletters, magazines, etc. are also available from various governmental agencies, educational centers, and foundations. "Counselor's Check-Up List" includes nineteen distributors of these free publications.

Catalogs listing infomration about *films, filmstrips, and various audiovisual materials* are available from many different sources. Of the many lists of distributors, one has been included by Norris et al. (1972), and one appears in the "Counselor's Check-Up List."

Materials can also be obtained from the following *departments, agencies, and offices:*

State Employment Offices

State colleges and universities

Local and national Chamber of Commerce offices

State Departments of Public Instruction

State Apprenticeship Council

Local Boards of Education

State Civil Service Commission

Local industries, unions, and labor organizations

Community service groups (church groups, civic organizations, professional and business groups)

Trade and professional journals

Successfully employed individuals

Vocational and technical education institutions or districts

State Boards of Vocational and Technical Education

Newspapers, news magazines, and periodicals

State Departments of Industry, Labor, and Human Realtions

State and local Job Service Offices

Follow-up and follow-through surveys often include career development information: mobility patterns, educational and work status of former students, income levels, and relatedness of employment to training. This data can help students to anticipate employment prospects in various fields before and after training and to become better acquainted with local and regional employment opportunities. Summary survey reports and data are available from many of the departments, agencies, and offices listed throughout the *Desk Reference.*

Examples of Occupational and Career Materials and Resources

A "Starter" File of Free Occupational Literature. Leonard H. Goodman and Anne E. Garrett. (revised edition) B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036, (1975).

Revised bibliography of free career literature designed for use by high school and college students and their advisors in career planning. Coding has been included for easy reference for additional information through the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook.*

Career Desk-Top Kits. Careers, Inc., P. O. Box 135, Largo, Florida 33540.

Various kits are available (including "Career Cluster File," "Career Exploratory Kit," "Professional Careers Kit," "Semi-Skilled Careers Kit," "Health Careers Kit," and "Junior/Senior Desk-Top Kits") which can be used as either complete or supplemental units. The kits supply information on occupations, education, professional developments, counseling techniques, etc. Materials in kits are arranged according to the D.O.T. classifications. A cross-reference lists titles alphabetically with corresponding D.O.T. numbers. (Various other guidance materials are also available.)

Vocations in Literature: A Booklist. Frederick Schrank, Marshall Sanborn, and Dennis Engels. Research and Guidance Laboratory, University of Wisconsin, Madison, Wisconsin 53706, (1976).

Listings of biographies and autobiographies of people in over forty occupational fields, e.g., actor and actress, anthropologist, farmer, forester, botanist, aviator, mathematician, lawyer, social worker, and religious vocations worker. The books offer a more in depth picture of the life, activities, and beliefs of these workers.

Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics, U.S. Government Printing Office, Washington, D.C.

A standard occupational information resource describing hundreds of occupations and many industries. Information includes descriptions of the type of work, education requirements, job predictions, salary ranges, places of employment, and sources of additional information. The

Dictionary of Occupational Titles numbers are also given. *The Occupational Outlook Quarterly* services as a supplement between editions. (See "A Look at the *Occupational Outlook Handbook*" in the *Desk Reference.*)

Occupational Outlook Quarterly. U.S. Department of Labor, Bureau of Labor Statistics. U.S. Government Printing Office, Washington, D.C.

A supplement to the *Occupational Outlook Handbook* featuring information related to various occupations, trends in employment, development in new career areas, etc.

Dictionary of Occupational Titles. U.S. Department of Labor, Manpower Administration. U.S. Government Printing Office, Washington, D.C.

A major reference tool to be used for brief job descriptions or for a more complete study of occupations. Volume I (*Definitions of Titles*) defines and describes over 20,000 occupations. Volume II (*Occupational Classification*) explains and presents the coding system used for classification. Information is given on worker traits and other characteristics. (See "Reading the D.O.T." in the *Desk Reference*).

Can I Get The Job? Public Relations Staff, General Motors, Detroit, Michigan 48202.

A booklet to assist the individual with planning a career. Simple exercises and readings help the individual select jobs of interest and answer the following questions: What do I have to offer?; What are the employers looking for?; Where do I start?; How do I get an interview?; Who does the talking?; and Did I get the job? (free)

The Art of Developing a Career (A Helper's Guide). Theodore W. Friel and Robert R. Carkhuff. Human Resource Development Press; Box 222, Amherst, Massachusetts 01002, (1974).

Based upon the models developed in the Educational and Career Exploration System, the guide develops programs for expanding career alternatives, narrowing career alternatives, and developing a career program. The guide can be used by teachers for integrating career development into regular educational curricula and by counselors for complementing their individual counseling and group guidance activities. It consists of various student self-exercises dealing with exploration, understanding and action along with notes and additional guides for the facilitator.

Career Planning—Search for a Future Gerald Cosgrave. Guidance Centre Faculty of Education, University of Toronto, Toronto, Ontario, (1973).

This book and its companion *Career Work Book* provide a complete program in vocational guidance suitable for high school, college, or university guidance counseling, or for self-study. The books also introduce the career field of counseling to university students. Books draw on the author's experience in counseling people about their educational programs and occuaptions gained while director of Toronto YMCA Counseling Service and later as a member of the Psychological Services Department at York University.

Career World—The Continuing Guide to Careers. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040, (1975).

A magazine published monthly during the school year for students in junior and senior high schools. Each monthly issue features an examination of one career cluster. A Teacher's Guide is also available offering classroom activities and techniques to be used in various classes.

Talbot's Student Planning Book. Harold D. Talbot. Dexter Publishing Company, P. O. Box 114, Wellesley, Massachusetts 02181, (1974).

A planning guide for high school students distributed through the high school guidance office. It contains numerous articles written by educators covering questions about career planning and post-secondary educational opportunities along with information on where to obtain additional occupational information.

Career Perspective: Your Choice of Work. Celia Denues. San Jose City College, Charles A. Jones Publishing Company, Worthington, Ohio 43085, (1972).

A guide to the process of self-analysis and evaluation, a direction for the task of scrutinizing the world of work and a set of clues for making career decisions. It may be used as a springboard for pertinent discussions by the readers based on their varying concepts of what is true, encouraging them through dialogue to accept more freely their own uniqueness and to assess more genuinely the real world. Much of the material grew out of student discussion and sometimes may reflect dialogue that took place in the classroom. Topics deal with the world of work, the basis of choice, and making the choice.

Occupational Microfile. Chronicle Guidance Publications, Inc., Moravia, New York 13118.

Collection of occupational information on more than sixty microfilm cards (fiche) containing approximately 2,800 pages of about 575 *Briefs* and *Reprints* prepared by Chronicle Guidance Publications. (Additional occupational materials and services are listed in their catalog.)

Job Experience Kits. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Work-simulation experiences in twenty representative occupations including accountant, appliance service worker, beautician, medical technologist, salesperson, secretary, and lawyer. Students solve problems typical of each occupation. Kits are designed for individual or group use. (Additional occupational materials are listed in SRA catalog.)

Guidance Resource Package. Interpretive Scoring Systems (A Division of National Computer Systems, Inc.), 4401 W. 76th Street, Minneapolis, Minnesota 55435.

The *Guidance Resource Package* is a package of guidance and counseling tools used in inventory administration, report interpretation, and counselor training. Included are various interest inventory booklets, interpretive manuals, and personal awareness paperback books.

The Butterick Career Resource Center. Butterick Publishing, P. O. Box 1945, Altoona, Pennsylvania 16603.

A series of eight color-and-sound filmstrips which introduce students to people at work in a variety of industries. Employees talk about the demands and satisfaction of their jobs and employers and educators talk about training and schooling. Teaching Guides offer suggestions for discussion, research projects, and activities. Industries included are Fashion, Health, Food, Housing (The Interior), Office Services, Child Care and Youth Guidance, and Consumer Affairs. The eighth filmstrip deals with "Entering the Working World."

Standard Industrial Classification Manual. U.S. Government Printing Office, Washington, D.C.

A manual resembling the *Dictionary of Occupational Titles* in that it uses code numbers to designate major groups and subgroups of industries.

Examples of Placement Resources **Staff Development Materials—for Placement Activities**

Job Placement for Rehabilitation Counselors: A Trainee Curriculum. Rehabilitation Education and Training, University of Hawaii-Manoa, 1776 University Avenue, Honolulu, Hawaii 96822, (1975).

A curriculum of job development and placement to provide a systematic approach to training in job development and placement for rehabilitation counselors. Emphasis is placed on the development of specific skills, knowledge about employment problems and opportunities, and attitudes necessary for the counselor to maximize his skills in working with disabled persons in the community. Training techniques include role-playing, job simulation, interviewing, and information gathering. The curriculum is designed to be used in the pre-service and in-service education training of counselors in public or private agencies. Components of the curriculum are applicable to direct training of clients, in groups or individually, to facilitate job-seeking skills. Sample forms and examples of activities are included.

Job Placement Project. Richard Koch. California State University, Sacramento, California 95680, (currently being prepared for publication).

Materials for counselor and client use concerning job placement. Guides and activities are offered for developing employer information, sources of job leads, employability skills, etc. Examples are included within "Sample Materials and Activities for Placement" in the *Desk Reference.*

Qualifying Prospects and Making Appointments. Michigan Department of Education, Vocational Rehabilitation Services, State Office, P. O. Box 1016, Lansing, Michigan 48904, (n.d.).

A one-day training course designed to instruct counselors in qualifying prospects and making appointments the "Phone-Power" way. The course devotes special attention to Pre-Call Planning, how to call, how to get appointments, analyzing recorded demonstrations, and role-playing.

Developing Professionalism in Job Development. Toya McKosh. Wisconsin Work Incentive Program, 415 W. Main Street, Madison, Wisconsin, (n.d.).

Explains and outlines the WIN Program which addresses itself to assisting various individuals who, for reasons not always within their control, have met an obstacle which temporarily leaves them less than self-sufficient. The Program is designed to facilitate the entry or re-entry of an identifiable population into society through work opportunities. The manual outlines alternatives and techniques available to the counselor for implementing such programs.

A Step-By-Step Guide to Job Placement. Susan F. Miller. Mt. Ararat School, Topsham, Maine 04086, (n.d.).

A procedural guide which lists all the steps employed in setting up the Mt. Ararat Job Placement Office. Included are discussions of the placement models, needs assessment, student development, placement forms, follow-up, and evaluation.

Career Education Activities for You. Bangor Public Schools, Bangor, Maine 04401, (1976).

An idea book presenting hundreds of classroom activities useful in the development of career education for grades K-12. The strategies and activities are the result of a career education workshop involving nineteen teachers and counselors. The activities are arranged into eight basic elements of career education: Self Awareness, Educational Awareness, Career Awareness, Economic Awareness, Decision Making, Beginning Competencies, Employability Skills, and Appreciation and Attitudes.

Placement of the Severely Handicapped: A Counselor's Guide. W. F. Twomey. Research and Training Center, Institute, West Virginia 25112, (1975).

Document prepared by a study group of the Institute on Rehabilitation Issues which covers placement as it applies to all handicapped persons. The document is intended as a reference guide and brings together practical and concrete ideas which can be referred to and added to as needed.

Guidelines for Conducting Pre-Employment Clinics and Job Hunting Clinics. Akron-Summit County Placement Department and Akron and Summit Public Schools, Akron, Ohio 44311, (n.d.).

A guide which can be used in establishing clinics to aid disadvantaged youth in entering the labor market. The guide is the result of a project to identify disadvantaged youth and to assist them in job placement. The project included in-school and out-of-school youth; inner city and rural poverty areas; and black, white, male, and female youth.

Job Placement Coordinator's Handbook. Thomas R. Allen, Jr. Department of Vocational-Technical Education, Teacher's College, Marshall University, Huntington, West Virginia, (n.d.).

A guide outlining guidelines for and activities of a job placement coordinator. Items discussed include surveys, obtaining job descriptions, placement activities, reporting and record keeping, and follow-up. Sample surveys, forms, letters, etc. are also included.

Model for Implementation of School Placement Service. Akron-Summit County Job Placement Department, Akron and Summit County Public Schools, 482 Grant Street, Akron, Ohio 44311, (n.d.).

A model for a school-based placement department. The model is presented in outline fashion and includes information on the program structure, staff selection and orientation, data processing, staff organization, program in-school and out-of-school phases, job development, and placement development. Sample forms dealing with a variety of topics are included, e.g., student data collection card, employer request card, referral cards, weekly planning sheets, resumes, correspondence, and information sheets.

School-Based Placement and Follow-up Services: Equal Opportunity Provider. R. L. Gibson and M. H. Mitchell. State Board of Vocational-Technical Education, State of Indiana, (n.d.).

This placement guide was developed to "serve as a motivating and guiding document to schools and/or school systems in formulating and implementing effective placement programs and also to institutions of higher education which may train the personnel to staff such programs." Included within the guide is a rationale for placement services; overview, goals and populations to be served; program organization; proposed activities; staff development; communication networks; sample forms, reports, etc. An extensive bibliography and list of over eighty persons, institutions, and placement programs are included as resources available to persons desiring to establish placement services.

Georgia Guidebook–Job Placement Services. Grady L. Anderson and Richard J. Riordan. Georgia State University, (1971).

A guidebook aimed at potential and current job placement coordinators. Discussions include organization of a placement service, developmental activities, testing, individual and group work activities, and follow-up.

Job Placement Primer. Indiana State Department of Public Instruction, State of Indiana, (1975).

Publication resulting from a job placement workshop intended to assist local schools in the development and implementation of a placement service within their present educational program. The development of a placement model, model program abstracts, and samples of placement service records are presented.

Job Placement. Atlanta Public Schools, Atlanta, Georgia, (n.d.).

A manual directed to school systems who are initiating a job placement program. Information is included on planning and management, student development, job development, central record systems, follow-up and follow-through, child labor laws, and job interview hints.

Career Guidance Counseling and Placement Guide. Leila Lewis. State Department of Education, Boise, Idaho, (1975).

A career guidance guide outlining the rationale for a program, problems and goals, the objectives and process of career guidance, the components of a career guidance program and its responsibilities and program evaluation. An extensive bibliography is included.

Career Development–Job Placement: A Guidebook for Counselors. New Jersey State Department of Education, 225 W. State Street, Division of Vocational Education, Trenton, New Jersey 08625, (1969).

Major objective of guidebook is to develop theme that job placement (part-time while in-school and full-time upon leaving school) must be conducted as an essential service within the school's total career development program. A model and steps in initiating a program are discussed along with program objectives and rationale. The appendix includes summary reports of five districts' programs, the operation of a program on a small grant, career exploration clubs, guides to forms and record keeping, and a student behavior inventory.

A Coordinated and Comprehensive School-Based Career Placement Model. S. J. Kosmo, W. A. Hammerstrom, R. O. Boss, and J. D. Hartz. Wisconsin Vocational Studies Center, 321 Old Education Building, University of Wisconsin, Madison, Wisconsin 53706, (1975).

Presentation of a model career placement delivery system designed to maximize each student's competencies for independent career functioning and to maximize the availability of career placement opportunities. The model system emphasizes a focus on meeting individual student needs and encourages total school and community involvement in the placement effort. Included are forms for individual career planning and sample activities for broadening students' personal placement competencies. An extensive bibliography of a variety of resources is also included. (Additional volumes available are *Review and Synthesis of Job Placement Literature, Survey and Analysis of Career Placement Activities,* and *Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System.)*

Job Placement Coordinators Manual. Lawrence B. Kenyon. Vocational-Technical Curriculum Laboratory, Rutgers—The State University, Building 4103—Kilmer Campus, New Brunswick, New Jersey 08903, (1976).

A manual designed to serve the needs of all guidance personnel involved in job placement activities. Activities, sample forms, suggestions for programming are included in the discussions of getting a program started, the placement coordinator at work, and evaluation and accountability. The placement experiences are also cited from two high schools in New Jersey.

CAPS (Career Assistance and Placement Services)—Resource Manual. Connye M. Barrow, George R. Frisbie, and Raymond I. Matzelle. Triton College, River Grove, Illinois 60171, (1976).

A resource manual containing information, sample forms, activities, resources, and suggestions in the following areas dealing with placement and career services: Planning and Development, Coordination, Career Development Services, Placement Services, and Follow-Up and Evaluation.

Student Development Materials—Materials for Helping Students Develop Effective Placement Skills

Seven Steps to Finding YOUR Place in the World of Work. Irving Eisen. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036, (1971).

The major content of this booklet describes seven steps which are an essential part of the job-finding process, with the steps organized with a view toward making it easier for one to repeat the process each time one seeks a new or better job. Discussions are also included on preparing oneself for placement, succeeding on the job, special problems of minority groups and women, and the changing world of work.

(Free Student Development Materials)

Current Federal Examination Announcements. U.S. Civil Service Commission, Washington, D.C.

(For full information about Federal employment opportunities, contact a Federal Job Information Center, usually listed in local telephone directories under "U.S. Government." You may call 800-555-1212 for the toll free phone number for the FJIC in your state.)

Forum and *Insights into Consumerism.* J. C. Penney Company, Inc. (Educational Relations), 1301 Avenue of the Americas, New York, New York 10019.

The manager of your nearest J. C. Penney store will make available to you as an educator a single copy of FORUM and of INSIGHTS INTO CONSUMERISM free of charge. Subscriptions are not available for either of these two publications.

Filmstrips and Teaching Units. J. C. Penney Company, Inc. (Educational Relations), 1301 Avenue of the Americas, New York, New York 10019.

The manager of your local J. C. Penney store will provide units to educators on a *loan basis.* If you would like to have any of the units for your own personal library or if there is no J. C. Penney store in your community, you may order the units at production cost from the New York Office. Units include "An Introduction to Value Clarification," "Career Development: Education for Living," "Career Decisions: Finding, Getting and Keeping a Job," "Preparing for an Interview," "New Perspectives on Changing Roles," and "Parenting: Fathers, Mothers and Others." Career leaflets include "Weighing the Job: Pay, Benefits, Intangibles," "Completing a Job Application" (English and Spanish), and "Advertising and Display Supervisor."

How to Get and Keep the Right Job. Carnation Company, Public Relations Department, 5045 Wilshire Blvd., Los Angeles, California 90036.

Leaflet available in English and Spanish.

Can I Get the Job? Public Relations Staff, General Motors, Detroit, Michigan 48202.

A booklet to assist the individual with planning a career. Simple exercises help the individual select jobs of interest and answer the following questions: What do I have to offer?; What are the employers looking for?; Where do I start?; How do I get an interview?; Who does the talking?; and Did I get the job?

Career Education Booklets. General Electric Company (Educational Communications), Fairfield, Connecticut 06431.

Copies of the following pamphlets and leaflets are available: "Planning your career," "So you want to go to work?," "What's it like to be an engineer?," "What's it like to be a technician?," and "What's it like to work in the business world?" Also, a series of colorful posters dealing with the application of students' interests toward possible career areas are available from General Electric.

State Departments of Industry, Labor and Human Relations.

Job placement materials are available from the State Departments of Industry, Labor and Human Relations. The following list is a sample of publications available through the Wisconsin DILHR, 201 E. Washington Avenue, Madison, Wisconsin 53701:

(Bureau of Information and Public Affairs, P. O. Box 2209)

Job Tips for the Handicapped. Self-help tips for handicapped seekers. WSES 3027

Making the Most of Your Job Interview. Pamphlet contains helpful tips for the best way to prepare for employment interviews. WSES 3095

Your Move to the City. Although designed mainly for high school graduates in rural areas, this booklet is useful to anyone contemplating moving to urban areas to live and work. Discusses the costs of living in a city, how to find housing, how to look for work, and other tips to ease the transition (1972). WSES 3177

Table for Converting Wages from Hourly to Weekly or Monthly Rates. Goes from $1.50 an hour to $5.50 an hour, showing comparable weekly, monthly and yearly rates. Hourly rates calculated in nickel increments.

(Apprenticeship and Training Division, P. O. Box 2209)

Career Training. Offers information on the apprenticeship system for prospective applicants. Part of the DILHR Information Series.

How About Women? Presents factual information about women as employees and discusses apprenticeship opportunities available for women.

Regulations on Equal Employment Opportunity in Apprenticeship. Contains policies and procedures to promote equality of opportunity in formal apprenticeship programs (1971).

(Occupational & Planning Research, Research & Statistics, P. O. Box 608)

Annual Rural Manpower Report. A summary of the past year's events in rural areas. Includes Job Service activities as well as economic changes that have occurred. Statistical information on agriculture in general and specifically on migrant labor is presented. The outlook for future trends is discussed.

(Equal Rights Division, 819 N. 6th Street, Milwaukee, Wisconsin 53202)

Guide for Employment of Minors. Summarizes the state's child labor regulations and laws. Part of the DILHR Information Series ERD 4758

State and Local Job Service Office (of State Departments of Industry, Labor and Human Relations)

Job placement materials are available through the Job Service Offices. The following list is a sample of booklets and pamphlets available through the Wisconsin Job Service, 201 E. Washington Avenue, Madison, Wisconsin 53701:

Making the Most of Your Job Interview

Preparing a Resume

Grooming for Employment

How Much Education Do You Need?

Job Tips for Teenagers

Points to Consider in Making a Career Decision

A Table for Converting Wages from Hourly to Weekly or Monthly Rates

(Commercial Student Development Materials)

Knowledge Needed to Obtain Work (KNOW). Thomas J. Jacobson. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Overhead transparency program that illustrates how to select a job and apply for it. Consists of 64 transparencies grouped into seven topics: Selecting a Job, Finding Employment Openings, Filling Out an Application, Preparing to Take an Employment Test, Preparing for the Interview, Interviewing, and Following Up on Job Applications. Accompanying text elaborates on key statements made on the transparencies. Transparencies also available with Spanish text. Hand-out wallet cards give key statement from each transparency to be used for future reference (also available in English or Spanish).

Survival: In the World of Work (Instructor's Handbook). Charles A. Storms. Ohio Distributive Education Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

Handbook containing the narrative presentation used by Storms when presenting the World of Work Clinic. The narrative includes sections dealing with job choices, education requirements, understanding oneself, methods of job hunting, interview procedures, and comments on what to do while on the job or when leaving a job. The narrative is accompanied by appropriate transparencies incorporated into the presentation. A student booklet is also available.

Job Readiness Workshop: A Resource Manual for Instructing Adult Job Seekers in the Job Search Process. Frank Bobbit and Jim Booth. Center for Rural Manpower and Public Affairs, Michigan State University, East Lansing, Michigan 48823, (1974).

A workshop designed to help participants discover improved methods of becoming employed. The manual is intended to be used with small groups of unemployed or underemployed individuals in a workshop setting. The materials were designed as a resource unit, not as a teaching plan. Topics include self-evaluation of occupational abilities and liabilities, job expectations, resumes, discovering jobs in local areas, and interviewing techniques. Sample forms, applications, follow-up surveys, etc., are also included.

Employability Skills Program. M. Douglas Ray and John D. Hartz. Wisconsin Vocational Studies Center, 321 Old Education Building, University of Wisconsin, Madison, Wisconsin 53706, (1976).

A program of audiovisual instruction designed to provide students with assistance in developing non-job skill techniques necessary to obtain work and advance in their chosen occupation or field. The post-secondary version consists of fifteen modules:

Job Planning

1. Getting Started
2. Self-Understanding

3. Self-Understanding, continued
4. Personal Papers and Data
5. Resume Writing

Job Acquisition

6. Finding Job Leads
7. Writing Job Letters
8. The Interview
9. Taking Employment Tests
10. Wages, Deductions and Fringe Benefits

Job Success

11. Unions and Professional Organizations
12. Unions and Professional Organizations, continued
13. On the Job
14. Money Mangement
15. Changing Jobs and the Career Ladder

In addition to the above fifteen modules, the "High School" version also includes three others:

Two-Year Community and Technical Colleges
Four-Year Colleges and Universities
Careers in the Military

An instructor's guide, script, exercises and outlines for job letters, resumes, and other forms are included. A program sampler is available from the Wisconsin Vocational Studies Center.

The Teenager and the Interview. John Keefe. Richards Rosen Press, Inc., New York, New York 10010, (1971).

Book written for the teenager presenting an overview of the aspects of seeking employment. Topics discussed include looking for jobs, employment applications, resumes, interviews, employment tests, summer and part-time jobs, college admission interviews, and employment laws.

Job Survival Skills. Singer Education Division, Singer Career Systems, 80 Commerce Drive, Rochester, New York 14623.

A multi-media approach to training individuals in critical personal and interpersonal job behaviors. Forty-two activites in fifteen units are designed for groups as small as eight or as large as twenty. The first five units deal with the human relations skills of understanding differing points of view, the influence of self-concept on behavior and effective communication. These basic skills are then applied to vital "job survival" behavior, such as how to select, locate, and secure a job; supervisory and co-worker interaction; and other positive job behaviors. The content of a unit is introduced by a sound/filmstrip. Processing and reinforcement are achieved through the use of a variety of highly participatory activities: gaming, group discussion, brainstorming, role-playing and written exercises. The Group Leader's Instructional Manual provides specific guidance for each activity as well as suggestions for the creation of related activities. Job Survival Skills may be purchased in the full kit or in separate units. Consumable items, workbooks and appointment slips can be ordered separately.

Success—A Teaching Unit About Job Application Forms. Richland County (Ohio) Public Schools. Ohio Distributive Education Materials Lab, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

A teaching unit designed to help students develop certain understandings and skills needed to complete job application forms in a manner that would improve the individual's chances for success in his job hunting. Attention is directed to such matters as following directions, spelling, abbreviations, truthfulness, and legibility. The text of the lessons attempt to develop an understanding of the reasons behind many of the questions found on the typical application form, thus encouraging students to take care in completing each blank.

Fifteen Tips on Holding a Job. Elizabeth Lamey. Career Publishing, Inc., Orange, California 92667, (1974).

Pamphlet outlining basic rules which may help one to keep a job. Each general tip is followed by specific practices, e.g., report on time, go easy on privileges, take notes, respect the importance of others, inter-office communications, personal health habits, increasing efficiency.

You're Hired! Getting the Right Job for You (Teacher's Manual). Learning Resources Center, Virginia Commonwealth University, Richmond, Virginia. Instructional Materials Services, Division of Extension, The University of Texas, Austin, Texas, (1973).

A manual designed for instructors of job preparation programs which provides guidelines and suggestions for the organization and planning of course content, teaching methods, and learning activities. Materials may also be used to supplement existing programs. The four basic units are "Finding the Right Job," "The Application: Furnishing Facts on Forms," "Facing the Interviewer," and "Following Up: What to Do After the Interview." Included in the Teacher's Manual is an extensive reference and resource section including a bibliography of books, booklets, government publications, audiovisual materials, publishing companies, Federal Job Information Centers, State Employment Security Agencies, and U.S. Department of Commerce Field Offices. A student activity book is also available.

Occupational Essentials—Skills and Attitudes for Employment. David J. Richter, h.c. Johnson Press, Inc., Vocational Education Division, P. O. Box 5566—2801 Eastrock Drive, Rockford, Illinois 61125, (1973).

A manual designed to help students attain skills and attitudes necessary in finding and maintaining a job. The program was written so that it could be adapted to different age groups or levels of ability. The six chapters are "Who am I—what are my real interests and talents?," "Where should I look for job openings?," "How can I most effectively secure a job?," "What must I do to succeed on the job?," "Self-evaluation—the key to winning advancement," and "Leaving one's job—not simply a matter of 'quitting.' "

You and Your Job—A Guide for Instructors and Counselors. Milwaukee Vocational Technical and Adult Schools. J. G. Ferguson Publishing Company, Chicago, Illinois, (1969).

An instructor's guide developed in conjunction with five related student booklets—What is It?, Where is It?, How to Get It, How to Keep It, and Where Do You Go from Here? The materials have been designed and developed to provide the disadvantaged with instruction materials, based on adult concepts, to assist them in developing the salable attitudes required in getting and holding a job.

The following books dealing with job placement are only a sample of the many hard cover and paperback books which are available in many bookstores. The books cover many topics, including help on how to decide what type of job one wants, how to get interviews, tips on interviewing, where to look for job leads, what to do while one is unemployed, how to write resumes, and what to look for in a job.

Go Hire Yourself an Employer. Richard Irish. Anchor Books, Anchor Press/Doubleday, Garden City, New York, (1973).

A Practical Manual for Job-Hunters and Career Changers: What Color is Your Parachute? Richard Nelson Bolles. Ten Speed Press, Berkeley, California, (1973).

Resumes That Get Jobs—How to Write Your Best Resume. Resume Service, Rochester, New York. ARCO Publishing Company, Inc., New York, New York, (1976).

The Quick Job-Hunting Map. Richard Nelson Bolles. Ten Speed Press, Berkeley, California, (1975).

Get the Best of Yourself (a total career program; How to find your success pattern and make it work for you). Katherine Nash. Grosset & Dunlap, New York, New York, (1976).

Where Do I Go from Here with My Life? John C. Crystal and Richard N. Bolles. The Seabury Press, New York, New York, (1974).

Career and Life Planning Guide. John Loughary and Theresa M. Ripley. Follett Publishing Company, Chicago, Illinois, (1976).

The Job Hunter's Handbook. Leonard Corwen. ARCO Publishing Company, Inc., New York, New York, (1966).

How to Get the Job You Want. Melvin W. Donaho and John L. Meyer. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632, (1976).

Out of Work. Lyn Taetzseh and Enid Littman. Henry Regnery Co., Chicago, Illinois, (1976).

Job Resumes. J. I. Biegeleisen. Grossett and Dunlay, New York, New York, (1976).

Job Power Now! Bernard Haldane, Jean Haldane and Lowell Martin. Acropolis Books Ltd., Washington, D.C., (1976).

Examples of Educational Resources: Directories and Guides for Schools and Financial Aid

Barron's Profiles of American Colleges, Volume I—Descriptions of the Colleges (10th edition). Barron's Educational Series, Woodbury, New York, (1976).

Descriptions of over 1450 colleges and universities recognized by the regional accrediting associations. Includes information on student life, campus environment, programs of study, costs and financial aid, and admissions requirements and standards. A special college selector groups all colleges into seven categories from most competitive to those requiring only a high school diploma. (Regional editions are also available.)

Volume II (1974) shows students which colleges offer the programs they want to study. All undergraduate majors and areas of concentration at over 1460 accredited colleges are indicated in easily read chart format.

Lovejoy's College Guide. Clarence E. Lovejoy. Simon and Schuster, New York, New York, (1976).

A complete reference book—covering over 3600 American colleges and universities.

Accredited Institutions of Postsecondary Education. American Council on Education, One Dupont Circle, Washington, D.C., (1976).

A national directory of junior and senior colleges, universities, and professional and specialized schools. Shows, alphabetically by state, all the institutions accredited by the recognized agencies at the beginning of the academic year.

American Universities and Colleges (11th edition). W. Todd Furniss, ed. American Council on Education, One Dupont Circle, Washington, D.C., (1973).

Standard reference work on higher education in the United States describing more than 1450 accredited four-year colleges and universities with brief descriptions of more than 100 professional schools. Along with detailed information on each institution, the eleventh edition features a section on consortia and a directory of statewide coordinating boards of higher education (names and addresses).

Comparative Guide to American Colleges (7th edition). James Cass and Max Birnbaum. Harper and Row, New York, New York, (1975).

Consumer oriented college guide based on original research data and information from student leaders, college presidents, and deans of students. Latest edition analyzes every accredited four-year college in the United States and includes up-to-date information on admission requirements, costs, scholarships, loans, academic opportunities and special programs, religious and racial composition of the student body, intellectual, social and cultural environment, and regulations governing student conduct.

Everywoman's Guide to College. Eileen Gray. Les Femmes, Millbrae, California, (1975).

A wealth of practical advice hitting directly on the common problems all women face when they decide to devote time to changing their lives. The joys and satisfactions as well as possible financial benefits to be gained from the college experience for entering freshmen, returning undergraduates or graduate school candidates are discussed.

I Can Be Anything: Careers and Colleges for Young Women. Joyce Slayton Mitchell. College Entrance Examination Board, New York, New York, (1975).

Designed to help women learn about more than 90 different careers. For each career this book will tell you what the work is like, what education is needed to prepare for it, how many women are now in the field and where they work, salaries, future prospects for women in the field, which colleges award the most degrees to women in the field, and where to get further information.

The College Handbook. College Entrance Examination Board, Box 592, Princeton, New Jersey, (1975).

Gives information on 2863 institutions of higher education, including 1662 detailed descriptions supplied by the colleges themselves. Tells size, location, calendar, curriculum, admission and transfer requirements, and describes student life, expenses, and financial aid. Lists student enrollment, whether it is a school for men, women, or both, whether it is two-year or four-year, whether it is regionally accredited. Also includes guidance section and list of additional books about applying and financial aid.

Colleges Classified: A Guide for Counselors, Parents and Students. Chronicle Guidance Publications. Moravia, New York 13118, (1975-77).

Barron's Guide to the Two-Year Colleges. Barron's Educational Series, Woodbury, New York, (1975).

Volume I. College descriptions guide to junior colleges, community colleges, and technical-vocational institutes, business schools, and four-year colleges with two-year programs.
Volume II. Occupational program selector designed as a guide to colleges offering programs in Agriculture, Applied Arts, Business and Commerce, Medicine, Ecology, Health, Public and Private Services, and Trade and Technical Fields.

American Junior Colleges (8th edition). Edmund J. Gleaser, Jr., ed. American Council on Education, One Dupont Circle, Washington, D.C., (1971).

More than 800 U.S. junior colleges recognized by regional accrediting agencies are described at length. Along with detailed information on the colleges, the state systems of junior colleges are described. Over 14,000 career programs in hundreds of occupational fields are noted; lists of special training facilities available to students are included. A separate appendix lists two-year programs at four-year institutions and names the degree or certificate awarded by the program. Other appendixes list housing facilities and religious affiliation.

Barron's Handbook to Medical, Dental and Allied Health Science Careers. Barron's Educational Series, Woodbury, New York, (1975).

Guide to health professions for anyone interested in a career in medicine. Step by step recommended route, from high school and internship, with information on courses to take, summer jobs, and employment opportunities. Descriptions of all AMA-accredited medical schools and sample MCAT test are included.

Barron's Handbook of College Transfer Information. Barron's Educational Series, Woodbury, New York, (1975).

Transfer information for over 1400 colleges including admissions standards, required examinations, financial aid, and how to apply. Aids in planning beyond two-year college as well.

International Handbook of Universities (6th edition). H.M.R. Keyes and D. J. Aitken, editor. American Council on Education, One Dupont Circle, Washington, D.C., (1974).

A companion volume to *American Universities and Colleges,* the volume describes, in English, universities and other institutions of higher education in 108 countries outside of the United States and the Commonwealth. The volume is prepared by the International Association of Universities in Paris and sold in the United States by the American Council on Education.

The New Guide to Study Abroad. John A. Garraty, Lily von Klemperer, and Cyril J. H. Taylor. Harper and Row, New York, New York, (1976).

Describes courses of study for high school students, college students and teachers, including summer programs, full-year programs, degree programs, work-study programs, and teaching opportunities abroad. More than 500 foreign study programs are included describing admissions requirements, language requirements, academic credits, costs, where to write, and more. Also includes useful information on scholarships and fellowships, planning transportation, cutting costs, choosing accommodations, and combining study programs with extra-curricular travel.

Peterson's Guide to College Admissions. R. Fred Zuker and Karen Collier Hegener. Monarch Press (Division of Simon and Schuster, Inc.), New York, New York, (1976).

Designed to aid students in learning what admissions directors expect of them, from inquiry to acceptance. Includes sections on how admissions decisions are made, how students can affect their acceptance or rejection, how to compare colleges, how to handle an interview, how to study for SAT's and ACT's, and where to turn for financial aid. Also includes 1500 four-year college profiles with application dates and admissions director's names, and anecdotes about applicants, parents, requirements and colleges from files of admissions officers.

Lovejoy's Career and Vocational School Guide. Clarence E. Lovejoy. Simon and Schuster, New York, New York, (1973).

Comparative Guide to Junior and Community Colleges. Harper and Row, New York, New York, (1972).

1975 Community, Junior, and Technical College Directory. American Association of Community and Junior Colleges, P. O. Box 298, Alexandria, Virginia, (1975).

Lovejoy's Prep School Guide. Clarence E. Lovejoy. Simon and Schuster, New York, New York, (1974).

HEW Fact Sheet—Five Federal Financial Aid Programs. U.S. Department of Health, Education and Welfare, Office of Education. U.S. Government Printing Office, Washington, D.C. 20202 (DHEW Publication No. OE 76-17907).

Provides an explanation of the five federal financial aid programs supported by the U.S. Office of Education: Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, College Work-Study, National Direct Student Loans, and Guaranteed Loans. The fact sheet basically explains what each program is, who is eligible, and how to apply for the aid.

The Official College Entrance Examination Board Guide to Financial Aid for Students and Parents. Elizabeth W. Suchar and Phyllis Harris. Simon and Schuster, New York, New York (1975-76).

Discusses sources and types of aid, comparative school costs, basic educational opportunity grants, guaranteed student loans, and financial aid from individual states and local sources. Includes information on special purpose programs, eligibility requirements, and estimating need and ability to pay. Describes how to apply for financial aid, how to prepare parents' confidential statement, and where to go for additional information.

Barron's Handbook of American College Financial Aid. Barron's Educational Series, Woodbury, New York, (1974).

Barron's Handbook of Junior and Community College Financial Aid. Barron's Educational Series, Woodbury, New York, (1974).

These two handbooks provide informative discussions on what to consider in determining costs of attending college, how to apply for financial aid, how aid awards are granted, types and conditions of grants and loans, what the financial aid "package" is, and how it is administered.

A Chance to Go to College: A Directory of 800 Colleges That Have Special Help for Students from Minorities and Low-Income Families. College Entrance Examination Board, New York, New York, (1971).

Directory provides financial aid information for military and low-income students. The types of awards are defined and basic information on applying for aid is given. Six other financial aid directories are also cited.

Examples of Sources for Personal-Social Information

Publishers

American Guidance Service Inc., Publishers Building, Circle Pines, Minnesota 55014

Behavioral Publications, 2852 Broadway, Morningside Heights, New York, New York 10025

Follett Educational Corporation, 1010 W. Washington Blvd., Chicago, Illinois 60607

Harcourt Brace Jovanovich, 7555 Caldwell Avenue, Chicago, Illinois 60648

Laidlaw Brothers, Thatcher and Madison, River Forest, Illinois 60305

Science Research Associates, 259 E. Erie Street, Chicago, Illinois 60611

Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025

Steck-Vaughn Company, P. O. Box 2028, Austin, Texas 78767

Agencies and Corporations

American Institute of Family Relations, 5287 Sunset Blvd., Los Angeles, California 90027

American Association for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036

American Social Health Association, 1740 Broadway, New York, New York 10019

American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036

American Medical Association, 535 N. Dearborn Street, Chicago, Illinois 60610

Bureau of Narcotics and Dangerous Drugs, U.S. Department of Justice, 1405 1 Street, N.W., Washington, D.C. 20537

Changing Times Education Service, 1729 H Street, N.W., Washington, D.C. 20006

Institute of Life Insurance, Educational Division, 227 Park Avenue, New York 10017

Child Study Association of America, 9 E. 89th Street, New York 10028

Home Economic Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

Kimberly-Clark Corporation, Life Cycle Center, N. Lake Street, Neenah, Wisconsin 54956

Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, New York 10010

Mental Health Materials Center, 419 Park Avenue South, New York, New York 10016

Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago, Ill. 60601

National Consumer Finance Association, 1000 16th Street, N.W., Washington, D.C. 20036

National Coordinating Council on Drug Abuse Education and Information, 1211 Connecticut Avenue, N.W., Suite 212, Washington, D.C. 20036

National Association for Mental Health, 1800 N. Kent Street, Arlington, Virginia 22209

National Interagency Council on Smoking and Health, 419 Park Avenue South, New York, New York 10016

National Clearinghouse for Smoking and Health, Public Health Service, U.S. Department of Health, Education and Welfare, Rockville, Maryland 20852

National Clearinghouse for Drug Abuse Information, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015

National Dairy Council, 111 N. Canal Street, Chicago, Illinois 60606

National Council on Family Relations, 1219 University Avenue, S. E., Minneapolis, Minn. 55414

National Council of the Churches of Christ in the U.S.A., 475 Riverside, New York 10027

Public Affairs Committee, 381 Park Avenue South, New York, New York 10016

Personal Products Company, Milltown, New Jersey 08850

Proctor and Gamble, P. O. Box 599, Cincinnati, Ohio 45201

Sex Information and Education Council of the United States (SIECUS), 1885 Broadway, New York, New York 10023

Revlon Inc., 767 Fifth Avenue, New York, New York 10022

Soap and Detergent Association, 475 Park Avenue South at 32nd Street, New York, New York 10016

Toni Company, Box 3600, Merchandise Mart, Chicago, Illinois 60654

Celanese Fibers Marketing Company, 522 Fifth Avenue, New York, New York 10036

Periodicals

The American Girl

American Youth

Boy's Life

Co-Ed

Glamour

Ingenue

Mademoiselle

Seventeen

Teen

Young Miss

Films

Coronet Films, 65 East South Water Street, Chicago, Illinois 60611

Encyclopedia Britannica Films, 425 N. Michigan Avenue, Chicago, Illinois 60611

Eye-Gate House, 146-01 Archer Avenue, Jamaica, New York 11435

McGraw-Hill, 330 W. 42nd Street, New York, New York 10036

Sterling Films, 866 Third Avenue, New York, New York 10022

Warren Schloat Productions, Pleasantville, New York 10570

Examples of Additional Materials Helpful to the Educator

Counseling the Gifted Student. Nick Colangelo and Ron Zaffram. Research and Guidance Laboratory, University of Wisconsin, Madison, Wisconsin 53706.

A packet aimed at the unique counseling and guidance concerns of gifted and talented students in the areas of personal-social concerns and career-vocational concerns. It is a practical guide to counseling and guidance provisions for gifted students within a general guidance department framework. Resource packets are available dealing with case studies and laboratory practices. Examples of forms, activities, essay and interview topics, and exercises in relationships are included in the packet. Other printed materials are also available from the Research and Guidance Laboratory.

A Handbook for Workshops on Sex Equality in Education. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009, (1976).

A handbook designed to share with others the experiences gained by the Sex Equality in Guidance Opportunities (SEGO) Project staff through designing, organizing and running over 300 workshops on sex equality in education in every state and the District of Columbia. Information, resources, models and activities are presented so that one reading the report will have the tools and framework for conducting a similar workshop in their own state.

Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Esther E. Diamond, editor. Department of Health, Education, and Welfare, National Institute of Education, Career Education Program, Washington, D.C., (1975).

A book of readings resulting from an NIE-sponsored study examining the question of sex fairness and sex bias in career interest inventories. The purpose of these readings is to examine the technical and social issues, to create a greater understanding of the problem, and to suggest some acceptable answers.

bread & butterflies—freedom to hope, to choose, to change. Agency for Instructional Television. Box A, Bloomington, Indiana 47401.

bread & butterflies is an instructional package for career development. Fifteen fifteen-minute films and curriculum materials are designed to help nine-to-twelve-year-olds explore the relationship between their lives and the world of work. It is a combination of learning about work, uncovering personal feelings about career roles, and doing work-related tasks. It is designed with the intention of pulling together all the facets of personal and career development that help young people understand who they are and what they can become.

Career Counseling: New Perspectives for Women and Girls. A Selected Annotated Bibliography. Business and Professional Women's Foundation, Washington, D.C., (1972).

Sex Role Concepts: How Women and Men See Themselves and Each Other. A Selected Annotated Bibliography. Business and Professional Women's Foundation, Washington, D.C., (1969).

Orientation Approaches to Increase Student Awareness of Occupational Options (ED 033 255). ERIC Clearinghouse on Counseling and Personal Services, Ann Arbor, Michigan, (1969).

Deciding and *Deciding: A Leader's Guide.* H. B. Gelatt, Barbara Varenhorst and Richard Carey. College Entrance Examination Board, New York New York, (1972).

A course of study to teach students, grades 7 through 10, how to make decisions about themselves, their education and their future. The program may serve as a basis for a schoolwide decision-making curriculum, as a major component in the guidance program, or as part of subject areas. The exercises are designed to teach younger students how to make decisions and to assist them in developing effective decision-making skills.

Decisions and Outcomes and *Decisions and Outcomes: A Leader's Guide.* H. B. Gelatt, Barbara Varenhorst, Richard Carey, and Gordon P. Miller. College Entrance Examination Board, New York, New York, (1973).

As a student and leader's guide, these exercise workbooks designed for senior high school students, college students, and adults can be used as part of a decision-making curriculum. The exercises are designed to teach how to make effective decisions and develop decision-making skills through simulated practice situations. Areas covered include (a) examination of personal values, (b) knowledge and use of relevant information, and (c) knowledge and use of effective strategy for converting this information into an action.

Counseling Girls and Women—A Guide for Jewish and Other Minority Women. Kenneth A. Wolkon. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036, (1973).

An overview of the changing roles of women in our society, e.g., history, research, legal discrimination, attitudes, family patterns, occupational, counseling. Included is a listing of women's causes, professional associations, books, journals, and articles. (NOTE: additional booklets listed in B'nai B'rith Career and Counseling Services Catalog available from the B'nai B'rith Career and Counseling Services.)

How to Decide—A Guide for Women. Nelle Tumlin Scholz, Judith Sosebee Prince, and Gordon Peter Miller. College Entrance Examination Board, College Board Publication Orders, Box 2815, Princeton, New Jersey 08540, (1975).

A book designed to meet the changing needs of women by increasing their decision-making ability and by helping them apply the dynamics of decision-making to planning their lives. In addition, the guide seeks to develop a broader concept of women's roles and emerging life patterns, to make women aware of them, and to serve as a catalyst for purposeful planning by women. The book contains exercises and activities appropriate for women of all ages and can be used by individuals or in group settings. Book can be ordered through College Board Publication Orders.

Women & Work. JoAnn M. Steiger. Research and Development Unit, Adult, Vocational and Technical Education, Illinois Office of Education.

A booklet answering twelve of the commonly asked questions about women and work, and women and vocational education, e.g., discrimination laws, reasons for women working, school involvement.

How to Plan a Community Resources Workshop (A Handbook). Albert L. Ayars and Corlan Bovee. National Association for Industry-Education Cooperation (NAIEC), 235 Hendricks Boulevard, Buffalo, New York 14226, (1975).

A handbook designed to provide guideposts for educators and community leaders wishing to work together to plan a community resources workshop through which teachers can become acquainted with resources of the community, devise ways to make them useful in the classroom and take the classroom into the community. The appendix includes helpful references, a selected list of community resources workshop leaders, and a selected list of places where these workshops have been held.

The Community is the Teacher: Experience-Based Career Education (EBCE). Education and Work, National Institute of Education, U.S. Department of Health, Education and Welfare, Washington, D.C. 20208, (1975).

Experience-Based Career Education is one of several research and development programs at the National Institute of Education designed to bring the worlds of education and work closer together. These programs are intended to expand educational and career opportunities for young people and adults alike. This booklet presents an overview of the program and how it works. Names and addresses of participating educational laboratories are included.

Industry-Education Councils (A Handbook). National Association for Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, New York 14226.

A handbook containing broad guidelines to assist professionals who are interested in increasing industry-education cooperation through the creation of an Industry-Education Council. The scope of the handbook includes a brief discussion of the need for increased cooperation between schools, business and industry; suggests that the Industry-Education Council is the best structure to deal with this need; itemizes the initial steps to start a Council; proposes several types of cooperative activities and identifies their broad goals and objectives; and provides examples of bylaws and statements of purpose used by existing Councils.

Career Guidance Practices for Disadvantaged Youth (Monograph). Juliet Miller and George E. Leonard. National Vocational Guidance Association, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

A publication addressing the need for equalizing the opportunities for disadvantaged youth. The monograph explains the need for career guidance for disadvantaged youth, lists resources for additional information, presents activities to be included in the guidance practices, and lists materials for use with disadvantaged youth.

Careers for PEERS (*P*rogram *E*nabling Students to *E*xamine Themselves, *R*esearch Occupations and *S*eek Ways to Help Other Students). Elaine K. Binder and Shulamith R. Elster. Wider Opportunities for Women, 1649 K Street, N.W., Washington, D.C. 20006, (1975).

Manual designed for use by counselors, librarians, and teachers in career education. The Careers for PEERS program is designed to have students help other students, to increase student awareness of the effects of sex-role stereotyping on occupational choice, expand the range of careers that high school students will consider, provide techniques to improve students' abilities to make career decisions and find jobs, provide an organized approach to planning career activities for classroom teachers and students, and assist in the development of a career center. Bibliographies for materials and resources are included.

Career Planning Program (CPP). The American College Testing Program, P. O. Box 168, Iowa City, Iowa 52240.

A guidance-oriented system for collecting, analyzing, and reporting information related to an individual's career and educational decisions. ACT collects the CPP information by administering the Career Planning Profile, an assessment instrument, to the student. The Profile questionnaire covers a broad range of vocational interests and abilities as well as other career-related characteristics.

Comparative Guidance and Placement Program (CGP). College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019.

A national testing program designed for academic and career guidance services. The full program consists basically of a biographical inventory; an interest index; achievement tests in reading, English usage, and mathematics; and tests of special reasoning and perceptual abilities. A variety of plans using all or part of the program are available.

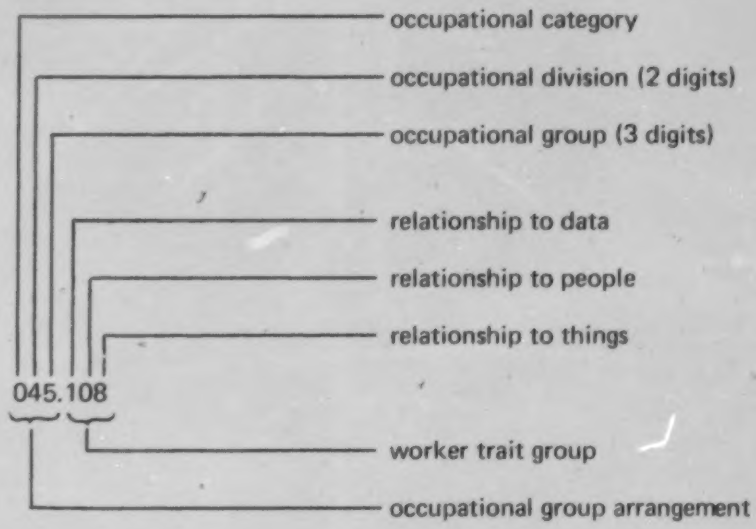
Chapter 3

Reading the D.O.T.
--Dictionary of Occupational Titles

Reading the D. O. T.
--Dictionary of Occupational Titles

045.108 COUNSELOR

Each occupation in the *Dictionary of Occupational Titles* (D.O.T.) is classified by a six digit code and a title reference, as in the above example. Each digit provides information about the type of occupation and about the type of work performed in it. The meaning of each digit, as used in the revised third edition of the D.O.T., follows:


occupational category
occupational division (2 digits)
occupational group (3 digits)
relationship to data
relationship to people
relationship to things
045.108
worker trait group
occupational group arrangement

OCCUPATIONAL GROUP ARRANGEMENT

The first three digits of the D.O.T. code classify jobs according to the Occupational Group Arrangement. Occupations are arranged into categories, divisions, and 3-digit groups. The first digit of the D.O.T. code identifies an occupation within one of nine general categories. These categories are:

0 }
1 } professional, technical and managerial occupations

2 clerical and sales occupations

3 service occupations

4 farming, fishery, and forestry occupations

5 processing occupations

6 machine trades occupations

7 bench work occupations

8 structural work occupations

9 miscellaneous occupations

The second and third digits of the code further classify an occupation into more finite divisions and groups. Using again the example of COUNSELOR, 045:

0 }
1 } Professional, Technical, and Managerial Occupations (category)

04 Occupations in Life Sciences (division)

045 Occupations in Psychology (3-digit group)

Occupations in psychology, which includes psychologists and counselors, have the same occupational group classification because of similar characteristics in these fields. Occupational groupings are based upon a variety of work characteristics, including work field, purpose, materials, products, service, subject matter, generic term and/or industry. The occupations within a group will, therefore, be somewhat similar because of a specific combination of these work characteristics.

WORKER TRAIT CLASSIFICATION

To the right of the decimal, the last three digits of the D.O.T. code classify occupations into worker trait groups. This code breaks occupations into three functions. The fourth digit identifies a worker's relationship to *data,* such as numbers, facts, and instructions. The fifth digit describes *people* functions of the job. The sixth digit indicates a relationship to *things* like materials, equipment, or products.

A ranking scale of 0 to 8 identifies levels of complexity within each of these three groups. The higher this number is, the less complex a worker trait is identified. This hierarchial arrangement is arbitrary and only applies to occupations in a general sense. The following table describes the data, people, things hierarchy:

	Data		*People*		*Things*
0	Synthesizing	0	Mentoring	0	Setting up
1	Coordinating	1	Negotiating	1	Precision working
2	Analyzing	2	Instructing	2	Operating-controlling
3	Compiling	3	Supervising	3	Driving-operating
4	Computing	4	Diverting	4	Manipulating
5	Copying	5	Persuading	5	Tending
6	Comparing	6	Speaking-signaling	6	Feeding-offbearing
7	No significant relationship	7	Serving	7	Handling
8		8	No significant relationship	8	No significant relationship

Thus, the worker trait code for counseling, .108, represents a high level of complexity in working with data, the most complex relationship with people, and no significant relationship with things. While the mechanical aspects of this classification system can be quickly understood, the real merit of the D.O.T. lies in the variety of uses that can be made of Volumes I and II and the Supplement volumes.

DESCRIPTION OF D.O.T. VOLUMES

The *Dictionary of Occupational Titles*, third edition, is actually two separately bound volumes, I and II. In addition, two supplement volumes are available which add even greater flexibility for using the D.O.T. To better understand the differences between volumes, you should have copies of them to see. If your school does not have copies, check your public library.

Volume I provides an alphabetical listing of occupational titles and definition or description of the occupations. The most appropriate title of an occupational group is used as a *base title*. Base titles are typed in all-capital letters, are assigned D.O.T. code numbers, and are fully described. Alternative (similar) occupational titles are listed with small lettering, but these titles are not defined. Most occupations are closely related to other subcategory occupations. These related occupations are also assigned D.O.T. code classification and are defined.

The following is an illustration of the format used in Volume I to list the occupation: COUNSELOR

> COUNSELOR (profess. & kin.) I see LAWYER.
> -----(profess. & kin.) II. 045.108. guidance counselor; vocational advisor; vocational counselor. Counsels individuals and provides group educational and vocational guidance services: Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources, to. . . .
> COUNSELOR-AT-LAW (profess. & kin.) see LAWYER.
> COUNSELOR, CAMP (profess. & kin.) 159.228. Directs recreational and avocational activities of children or adults at vacation or work camp: Organizes and leads groups in sports, nature lore, . . .
> COUNSELOR, COLLEGE (education) see COUNSELOR (profess. & kin.) II.

Volume II has three basic sections. The first section is an arrangement of occupations by *occupational groups*, according to their D.O.T. code numbers and titles. Its index arrangement begins with the occupational category as a heading, then lists occupations according to division and group levels. Again using COUNSELOR 045.108 as an example, the following illustrates the arrangement of the first section of Volume II:

$\left.\begin{matrix}0\\1\end{matrix}\right\}$ PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

This category includes occupations concerned with the theoretical or practical aspects of such fields of human endeavor as art, science, engineering, education, medicine, law, business relations, and administrative, managerial and technical work. Most of these occupations require substantial educational preparation (usually at the university, junior college, or technical institute level).

04 OCCUPATIONS IN LIFE SCIENCES

This division includes occupations concerned with research to increase basic knowledge of living organisms, including man, and the practical application of biological and behavioral theories.

045 OCCUPATIONS IN PSYCHOLOGY

This group includes occupations concerned with the collection, interpretation, and application of scientific data relating to human behavior and mental processes. Activities are in either applied fields of psychology or in basic science fields and research.

045.108 COUNSELOR (profess. & kin.) II

guidance counselor
vocational advisor
vocational counselor

The second section of Volume II provides a *worker traits arrangement* of occupations. This arrangement classifies occupations into twenty-two broad areas of occupations which have similar worker trait characteristics, i.e., their educational and vocational preparation, aptitudes, interests, temperament, and physical demands. The twenty-two broad areas of occupations are:

Art
Business relations
Clerical work
Counseling, guidance and social work
Crafts
Education and training
Elemental work
Engineering
Entertainment
Farming, fishing, and forestry
Investigating, inspecting, and testing
Law and law enforcement
Machine work
Managerial and supervisory work
Mathematics and science
Medicine and health
Merchandising
Music
Personal services
Photography and communications
Transportation
Writing

The best description of the meaning of these worker trait groups is by Isaacson (1973). His description follows:

> Under each of these broad areas are groups which contain jobs having common trait requirements. It is important to recognize that the same set of terminal digits might appear under several of the broad areas, as well as more than once within a broad area. In each case the occupations could involve different kinds

> of tasks, each of which, however, would require the same level of complexity in dealing with data, people, and things. This is easy to understand when one recognizes the variability in the types of data or things encountered in different jobs (p. 269).

Thus, occupations listed within the same worker trait group have similar levels of worker trait complexity though the activities a worker may perform may be different in each occupation. Within each broad area several groups of occupations are identified and described. The kind of information provided includes:

Work Performed	- brief description of the occupation group
Worker Requirements	- general requirements applicable to the occupational group
Clues for Relating Applicants and Requirements	- personal traits and competencies desired
Training and Methods of Entry	- education and experience prerequisites
Related Classifications	- related occupations listed
Qualifications Profile	- classification hierarchy for worker's qualifications. Covers areas of educational and vocational preparation, aptitudes, interests, physical requirements, temperament, and physical demands of the occupation group

The last section of Volume II provides an industry arrangement of occupational titles. Titles are listed in groups of occupations associated within particular industries or occupational settings. For example, the titles listed under coin machinery are listed as follows:

> coin mach.—VENDING, AMUSEMENT, AND OTHER COIN-OPERATED MACHINES INDUSTRY: This industry covers occupations concerned with the manufacture of vending, amusement, and other coin-operated mechanisms for use in such devices. Occupations concerned with the manufacture of coin-operated phonographs are included in the PHONOGRAPH INDUSTRY (phonograph), and occupations concerned with the manufacture of coin-operated scales and balances are included in the BALANCES AND SCALES INDUSTRY (bal. & scales).
>
> ASSEMBLER
> COIN-MACHINE ASSEMBLER
>   switchpanel mounter
> COIN-MACHINE FOREMAN
> FOREMAN, COOLER SERVICE
>   manager, vending department
> PIN-GAME-MACHINE INSPECTOR
> QUALITY-CONTROL TECHNICIAN
> VENDING-MACHINE ASSEMBLER
> VENDING-MACHINE REPAIRMAN
> WIRE CUTTER

To summarize, Volume I of the D.O.T. provides a brief description of individual occupations. The volume is arranged alphabetically by occupational titles. The more common occupations are listed, coded according to the D.O.T. six-digit code, described and defined, and listed for related occupations. Volume II has three basic sections. The first is an arrangement of occupations by occupational group (the first three digits of the D.O.T. code number). Thus occupational titles are arranged according to their classification into one of the nine occupational categories. The second section of Volume II is an arrangement of occupations by one of twenty-two broad areas of work. Occupational groups within each of these broad areas are somewhat similar in the level of complexity associated with their worker trait classifications (the last three digits of the D.O.T. code number which represent a relationship to Data, People, and Things). Descriptions for the various occupational groups in this second section include information about the work and qualifications required of the worker. The third section of Volume II is an industry arrangement of occupational titles.

DESCRIPTION OF D.O.T. SUPPLEMENTS

The function of *Dictionary of Occupational Titles* Volumes I and II is to provide classification and definition of occupations. However, these volumes do not easily show relationships among occupations. Many jobs require similar worker traits and abilities, which is why workers can move from one job into another or retrain easily into related occupations. Two D.O.T. supplements enable better comparison of occupations having similar overall characteristics but which differ in their physical demands or working conditions.

The first supplement, *Selected Characteristics of Occupations (Physical Demands, Working Conditions, Training Time)* is nearly identical to Supplement 2, *Selected Characteristics of Occupations by Worker Traits and Physical Strength.* Their only difference is one of revised organization of similar information.

Both supplements present information in columnar form. The first supplement is organized as follows:

Column 1 - D.O.T. code number.

Column 2 - Page number in Volume II of Dictionary for worker trait group in which job appears.

Column 3 - Industry designation.

Column 4 - Job title.

Column 5 - Physical demands (consisting of six factors).

Column 6 - Working conditions (consisting of seven factors).

Column 7 - Training time (consisting of educational and vocational preparation).

The second supplement reverses columns 1 and 2, thereby organizing occupations by worker trait similarities instead of by D.O.T. code similarity. The result of this reversal of columns is easier comparison of occupations involving similar worker traits and abilities.

For example, occupations within the worker traits group of Guidance and Counseling have similar work trait classifications (.108 or .208). Using Supplement 2, thirty related guidance and counseling occupations can be inspected and evaluated on a single page. Comparisons can be made about their industry (occupational setting), titles, physical demands, working conditions and training time. Such information can be useful to a rehabilitation specialist assisting a client into a related occupation with lighter physical demands; or useful to a person needing retraining into a similar occupation; or useful to a person exploring career options of similar work characteristics.

HOW TO USE THE D.O.T. AND SUPPLEMENTS

The following examples illustrate uses of the D.O.T. and supplements by teachers, counselors and other "career" specialists.

Use for Introduction to World of Work—Occupational Exploration

While numerous exercises are available to help individuals gain better self-understanding (e.g., personality tests, value clarification techniques, vocational interests measurements), few teachers, counselors, and students are able to translate this information into occupational options to be explored and considered. The D.O.T. provides valuable information about occupations: scope of duties; related occupations; relationships of data, people and things; and the general qualifications required of workers. Two alternative methods of exploring occupations by using the D.O.T. are through the classification systems of (1) occupational groups and (2) worker traits groups.

Exploration by occupational groups (reflected by the first three digits of the D.O.T. code) provides information about occupations which have similar work characteristics, materials, products or services. Using the information gained from self-understanding exercises, a student can scan the occupational categories, divisions and groups listed in Volume II (pages 1-213) for occupations or groups of occupations of interest. This pattern of exploration begins with scanning broad occupational categories and moves toward selection of one or more specific occupational groups. Definitions (descriptions) of any selected occupational titles can be obtained by using Volume I.

An alternative exploration method is to use the second section of Volume II, which has arranged occupations by similarities in worker traits. Occupations in this section are arranged into one of twenty-two broad work areas which have similar educational and vocational preparation requirements, aptitudes, interests or working conditions of workers. Again using information gained in self-understanding exercises, a student can explore occupational options by comparing his or her personal work characteristics and interests with worker traits described with the occupational groups in Volume II, second section (pp. 214-529).

Expanding Occupational Exploration—Increasing the Options

A student who would not qualify for FLIGHT ATTENDANT because of height requirements may still qualify for numerous occupations in the airline industry. Not knowing all these related alternatives limits the decision choices which can be made. The D.O.T. provides several quick references for identifying occupational alternatives.

Volumes I and II list related occupations beneath many of the common base title occupations (COUNSELOR: college counselor, camp counselor, etc.). The second and third sections of Volume II also list related classifications of occupations—those having similar worker traits and those associated with the same industry classification. Supplement 2 of the D.O.T. offers comparison of occupational alternatives by their physical demands, working conditions and training requirements. These alternatives are also grouped according to similarities of worker traits.

Narrowing Occupational Exploration to Tenative Occupational Choice

Students making tentative occupational choices will not likely reach such a level of specificity as selecting BOOKKEEPER 1 or STEAM FITTER. Although the D.O.T. *classifies* thousands of occupational titles, tentative occupational choices made by people are still fairly generalized. Their occupational choices may consider various occupations within a general field such as art, medicine, or law. Their choice may be made according to geographical limitations or educational and vocational decisions, such as occupations in the outdoors or occupations requiring less than a college degree. A school counselor or teacher may help the student decide whether to choose a specific occupation or a field of alternative occupational choices.

The D.O.T. provides information about specific occupations from which a choice may be reached. Of course, further in-depth exploration is necessary for the student to obtain updated, localized or trend information about the selected occupation. The D.O.T. is not the only source of information to be used. For those students unable to make a tentative occupational decision, the D.O.T. may provide insight into general aspects of occupations upon which the student can base eventual decisions. The student may come to realize an interest in occupations which avoid hazardous or harmful working conditions, or which involve situations of a variety of duties characterized by frequent change, or which relate to general principles of logic and scientific thinking. Although no specific occupation has been identified by the student, the D.O.T. can help the student to reach tentative conclusions about the nature of work desired. Further exploration may lead to a more specific occupational choice.

Use in Placement Activities

In addition to providing information which can be useful in selecting an occupation, the D.O.T. provides information useful in securing the occupation as a placement. Applicants who are most informed about a job have the best chance of being hired. The D.O.T. can provide general information about job activities, related occupations, working conditions, worker qualifications, and relationships to data, people and things. In an interview session, the applicant may be able to better express personal competencies because of information known about the occupation or to direct questions in the interview similar to the information which the D.O.T. attempts to collect. Warning—information in the D.O.T. reflects only typical occupations. Local conditions are apt to be somewhat different.

NOTES

Chapter 4

A Look at the Occupational Outlook Handbook

A Look at the Occupational Outlook Handbook

The *Occupational Outlook Handbook,* compiled by the U.S. Department of Labor, Bureau of Labor Statistics, is available from the U.S. Government Printing Office. It is a standard occupational information resource describing over 850 occupations and 30 major industries in a readable and understandable manner. The *Handbook* is based on Bureau of Labor Statistics' analysis of data received from business firms, trade associations, labor unions, professional societies, educational institutions, government agencies, and other groups. The *Handbook* is published every other year with the *Occupational Outlook Quarterly* issued as a supplement.

The first introductory chapter of the *Handbook,* "How the *Handbook* is Organized," explains general uses of the book, formats, points to remember in using the handbook, and sources of additional information. Important occupational and industrial employment trends which provide a background for interpreting the reports on individual occupations are described in the second introductory chapter.

The main body of the *Handbook,* reporting on different fields of work, presents information dealing with:

- nature of the work
- the places of employment
- the training, other qualifications and advancement
- the employment outlook
- the earnings
- the working conditions
- sources of additional information
- government sources you can use in gaining employment assistance

These reports are grouped into two major divisions—"Employment Outlook for Occupations" and "Employment Outlook for Industries."

Within "Outlook for Occupations" thirteen career *cluster* groups are presented—

- Industrial Production and Related Occupations

- Office Occupations

- Service Occupations

- Education and Related Occupations

- Sales Occupations

- Construction Occupations
- Occupations in Transportation Activities
- Scientific and Technical Occupations
- Mechanics and Repairmen
- Health Occupations
- Social Science Occupations
- Social Service Occupations
- Art, Design, and Communications Occupations

These career clusters help relate the outlook materials to school curriculum and occupational training programs, career ladders and lattices, and fields of interest for young persons engaged in career exploration and planning. These clusters are based on a concept of related activities, e.g., physicians are included in the same section of the *Handbook* as hospital attendants and all other health employees. Within each of these career clusters, occupations are further grouped into related subfields (clerical occupations, computer and related occupations, banking occupations, insurance occupations, and administrative and other related occupations are grouped within the Office Occupations cluster).

The second division deals with the "Employment Outlook for Industries." The industry reports are grouped according to major industry divisions in the economy—

- agriculture
- mining
- construction
- manufacturing
- transportation
- communications and public utilities
- wholesale and retail trade
- finance
- insurance
- real estate
- service and miscellaneous
- Government

An introductory statement for each major industry division provides information on occupational trends in the industry.

The indexes and appendix offer much additional information useful to the reader:

- detailed list of occupational reports by field of work
- alphabetic index
- *Dictionary of Occupational Titles* code numbers for occupations included in *Handbook*

- index of occupations covered in *Handbook* listed by D.O.T. code numbers
- discussion of sources and methods used to analyze the occupational outlook in different fields of work

The *Occupational Outlook Handbook* is an invaluable tool for the study of occupations. Once familiar with its simple format and types of information, it can be used in preliminary examinations of occupations as well as for more in-depth studies. The references and sources for additional information are also extremely helpful. It is easily used with the *Dictionary of Occupational Titles*, and classroom exercises as well as independent study programs can be devised to incorporate this exploration tool.

Chapter 5

Filing Systems for Occupational and Educational Information

Filing Systems for Occupational and Educational Information

WHAT

A filing system is a means of organizing, classifying, and storing information. Here we are talking about occupational, educational, placement, and other information basic to a career informational services center or resource center. The materials which need to be organized and stored include books, pamphlets, brochures, catalogs/directories, clippings, films, and posters. Samples of these resources are listed in the previous section dealing with information resource materials. This section is designed to help you in reviewing, selecting, and establishing a filing system appropriate to your own school.

WHY

These informational materials need to be organized, classified, and filed so they may be easily retrieved for use by students, teachers, and counselors. The guidelines suggested for evaluation of materials stressed the usability of the materials. The *availability of resources* will greatly determine whether or not they are used.

WHEN

As with any task, it is much easier and quicker to develop and implement a filing system when fewer materials are involved. The sooner you work with the materials you already have collected, the easier it will be to classify and file new items received. The task won't appear so overwhelming once it is underway. Establishing a filing system now also offers one the opportunity to sort through and "weed out" out-of-date or inappropriate materials. You will be better able to see what is lacking in the collection and what is needed; therefore, a more selective search for information sources can be conducted.

One of the basic steps which needs to be taken before a filing system is established is that of determining who will be responsible for facilitating this "career information library." The responsibilities often fall to the counselor. As this "career information coordinator," one is responsible for collecting materials, implementing a classification and filing system, and coordinating the activities/programs of the resource center.

HOW AND WHERE

Before beginning these tasks, you should be aware of already existing materials and organizational systems in your school. The librarian may already have established a file or collection of educational and occupational information in the library. You may be able to work with the librarian to further develop or modify the current system; however, it may be decided that a separate file be established in a separate area, e.g., occupational information center or guidance offices, to house these particular informational resources (see "Resource Centers" in *Desk Reference*). If the latter is the case, you should organize all materials currently on hand and select and develop a filing plan which best meets the needs of the users and adapts to the uniqueness of your school.

CRITERIA FOR SELECTION OF A FILING SYSTEM

Guidelines for the development and selection of a career information library have been suggested by many authors, a sample of which are presented here. They include many principles which should be considered before a specific plan is selected. It will be helpful to keep these in mind while reviewing various filing plans.

General Principles Related to Filing and Storage

1. The plan is simple.
2. The plan is expandable.
3. The plan is attractive.
4. The plan is psychologically appropriate (Baer & Roeber, 1964, pp. 366-368).

Characteristics of a Good Filing Plan

1. It should provide a safe place for housing written and printed documents, clippings from newspapers and magazines, posters, pictures, films, tape recordings, pamphlets, books, and anything else that may contain useful occupational information.
2. It should provide one and only one designated location for each item to be filed, so that there may be no confusion about where to file an item or where to find it.
3. It should be easy to use, so that all who use it can find what they want with a minimum of time and effort.
4. It should bring together as many as possible of the materials on any one occupation or industry or employer.
5. It should bring together related occupations or industries or employers.
6. It should provide some means of quickly finding material in omnibus books and other publications which describe several different occupations.
7. It should be expandable, so that it can grow as the collection grows.
8. It should provide for filing and finding related materials, such as the results of follow-up studies and community occupational surveys (Hoppock, 1976, p. 76).

FILING UNBOUND OCCUPATIONAL INFORMATION

Alphabetic Filing Systems

Materials can be filed alphabetically by the title of the occupation, e.g., engineering, writing, law or art, or by the title of the worker in the occupation such as engineer, writer, lawyer, or artist. Labeled folders, boxes, or drawers can be designated for occupations or worker titles and stored in a variety of manners, including on shelves, in file cabinets, or in cardboard shipping cartons. A homemade plan can be developed to include the materials collected using manila file folders, filing boxes, etc. Already established plans (including folders, labels, cabinets, and sometimes materials) can be purchased commercially.

Advantages of alphabetic plans:

1. Usable by persons with low or limited educational backgrounds.
2. Easy to operate and maintain by both librarians and laypersons.
3. Requires a minimum amount of instruction, if any, to use.
4. Materials for each occupation are filed together.
5. System can be adjusted to meet local conditions as the folders can be created based on the materials to be located in the files.
6. New folders can be easily added as new materials are collected.

Disadvantages of alphabetic plans:

1. Materials on related occupations are not grouped together, e.g., doctor, veterinarian, and dentist.
2. Occupations may have alternate titles, e.g., lawyer, counselor-at-law, and attorney. It must be decided under which title the materials will be filed.
3. Distinction must be made of different types or sub-categories of doctors, teachers, engineers, etc. It must be decided whether to file the materials together or separately under each sub-category.
4. A cross-reference system or index must be established to accommodate occupations with alternate titles and/or sub-categories. This might entail using cross-reference cards, a separate index, or empty folders referring users to the folder containing the appropriate materials.

Coded Filing Systems (D.O.T.)

The *Dictionary of Occupational Titles* (see "Reading the D.O.T. Code" in the *Desk Reference*) is often used as the basis for classification and filing systems with materials filed according to the D.O.T. coding. The headings correspond to the groups and sub-groups established in the D.O.T. so that materials can be filed according to the "occupational group arrangement" or the "worker trait arrangement."

Main headings utilized in the "occupational group arrangement" are grouped by work field, material, product, subject matter, service and/or industry. The headings are as follows:

Professional, Technical, and Managerial Occupations
Clerical and Sales Occupations
Service Occupations
Farming, Fishery, Forestry, and Related Occupations
Processing Occupations
Machine Trades Occupations
Bench Work Occupations
Structural Work Occupations
Miscellaneous Occupations

Each of these groups is then further subdivided to the degree desired. If these subdivisions are used—"worker trait arrangement"—the headings are grouped according to the kinds of activities performed and skills and abilities required. The twenty-two areas of work for the worker traits are as follows:

Art
Business Relations
Clerical Work
Counseling, Guidance, Social Work
Crafts
Education and Training
Elemental Work
Engineering
Entertainment
Farming, Fishing and Forestry
Investigating, Inspecting, Testing
Law and Law Enforcement
Machine Work
Managerial and Supervisory Work
Mathematics and Science
Medicine and Health
Merchandising
Music
Personal Service
Photography and Communications
Transportation
Writing

Each of these areas of work is subdivided into distinct worker trait groups of which there is a total of 114 groups.

In a filing system based upon the D.O.T., the appropriate D.O.T. code number is written on each publication. (Many publishers currently code their occupational information materials with D.O.T. numbers.) These materials are then filed in folders bearing the same code numbers with occupational titles being included next to the numbers. The files are then placed in numerical order according to the code numbers. Due to the organization of the numbering scheme, consecutive folders will contain materials on related occupations.

Folders need not be established where no materials have been collected. Also, where very few materials are available, materials on related occupations can be filed in a single folder by shortening the code number appearing on the folder, i.e., using the three-digit code number.

Coded plans can be developed on a homemade basis or can be purchased commercially. (Examples of commercial plans are presented later in this section of the *Desk Reference.*)

Advantages of D.O.T. based filing plans:

1. Cross-referencing and classification decisions are already made and recorded.

2. System is directly tied to the classification system which is probably most known and accepted.

3. Publishers of occupational materials often code materials with D.O.T. numbers.

4. Plan is flexible in that folders can be developed to correspond to collected materials and folders can be easily added to or subtracted from scheme.

5. Materials can be located through D.O.T. according to occupations, interests, related subject matter, etc.

6. Allows for more cooperation with state employment services as they probably use the coded system.

7. Finer classification of materials is allowed which is beneficial for larger collections.

8. Materials can be quickly located and refiled once the appropriate code numbers are obtained.

Disadvantages of D.O.T. based filing plans:

1. Users must have knowledge or training of system before using plan.

2. Users must refer to D.O.T. for code numbers before retrieving materials.

3. Revisions in the D.O.T. may require refiling to update the system.

Industrial Classification Filing Systems—Standard Industrial Classification Manual

Students and users of the informational services may sometimes want information on the various kinds of occupations within a particular industry. This information can be quite useful if they want to compare similar occupations in different industries or if there is a major local or regional industrial operation in which they are interested. Often a particular industry will publish brochures describing the occupations and employment opportunities within that industry. As it would be difficult to file these pamphlets by occupation without duplication or many cross-references, some means of filing by industry should be included in a filing system.

One base for filing by industrial classifications resembles the D.O.T. coding system and is found in the *Standard Industrial Classification Manual. The Standard Industrial Classification Manual* (S.I.C.M.) was originally developed by the federal government for use in collecting and tabulating statistical data on industry in a uniform and comparable manner. The system uses code numbers and designates groups and subgroups. The S.I.C.M. is composed of major classifications of industries (one-digit code) which are subdivided into major groups (two-digit code). These groups are further subdivided into subgroups (three-digit code) which are in turn subdivided into specific industries (four-digit code).

A filing system based on the S.I.C.M. could be established initially using the one-digit grouping composed of divisions. Folders labeled with two-digit numbers could be added as the materials increased. Materials could be filed alphabetically within the folders.

Advantages of industrial classification plan:

1. Allows filing of materials published on an industrial basis rather than published by individual occupations.
2. Users can see relationships between various occupations within an industry.
3. User interested in working in one industry (automobile, steel, etc.) due to geographic location, interest, or family ties can see the differing job opportunities available.
4. Filing system can be expanded as materials increase.

Disadvantages of industrial classification plan:

1. Use of filing system requires knowledge or training before use.
2. User must refer to *Standard Industrial Classification Manual* for code numbers.

Areas of Interest Classification Filing Systems

A filing system can be tied to areas of interest with the interest areas being used as the major group headings under which materials are classified and filed alphabetically. This type of filing plan could be based on interests expressed by the clients; however, it can also be tied to measured interest inventories such as the Kuder Preference Record.

With this type of filing system, the major interest headings and appropriate sub-headings of occupations can be designated by the use of colored folder tabs and/or the position of the folder tabs. An alphabetical listing of jobs would be helpful to assist locating materials by job as well as a cross-reference index for occupations with overlapping interests.

(NOTE: A system using areas of interest might be most helpful with the initial introduction of career materials in the elementary grades.)

Advantages of areas of interest classification plans:

1. System would be meaningful to students, especially when related to the administration of an appropriate interest inventory.
2. User may be introduced to fields otherwise unnoticed.

Disadvantages of areas of interest classification plans:

1. Many occupations do not fit into one specific area of interest or interest pattern and some occupations require broad generalized interests. This overlap of interests would require an extensive cross-referencing index which also includes multi-titles for occupations.
2. If the institution changes the interest inventory used, the filing system would need to be revised to correspond to the new inventory if it uses different categories.

3. The filing system may place too much emphasis upon the interest base as being the major factor in selecting a vocation. The many other important factors are not emphasized.

4. Fields without obvious ties may be left out or forced into a misleading idea.

Academic Subject Classificaiton Filing Systems

A filing plan can be based on academic or school subjects with groups of occupations arranged according to the subject-matter area to which they are most closely related. The school subjects and appropriate occupations would be filed in alphabetical order. Subjects and sub-groupings of occupations could be designated by colored file labels and/or tab placement. A cross-reference index should be available indicating occupations. This would also help to alleviate the problem of occupations which overlap subject areas. This may be best oriented for a limited file kept by teachers in their classroom rather than for the entire occupational information file.

Advantages of academic subject plans:

1. Students can easily identify with the academic areas.

2. User will be introduced to various occupations which relate to the academic areas.

Disadvantages of academic subject plans:

1. Many occupations do not relate to one specific academic area. This requires an extensive cross-referencing index which includes multi-titles for occupations.

2. The filing system may place too much emphasis upon the academic area base. Other factors important in selection of a vocation are not emphasized.

3. Fields without obvious ties may be left out or forced into a misleading area.

Other Filing Systems (Employer, Geographic Location, and Local Opportunities Classifications)

Methods other than those already presented have also been proposed for the filing of occupational information. Included in these are filing by employer, geographic location, and local occupational opportunities. While these might be helpful to a student interested in specific employers or locations, the systems do limit the information located by the user, i.e., materials about a particular field or occupation would be interspersed throughout the entire file often causing them to be overlooked. An extensive cross-reference system would have to be devised so a user could locate information by occupation.

Generally, with whatever filing system is established (alphabetic, coded, etc.), information on local occupations should not be separated out from the rest of the occupational information materials. They could, however, be indicated by a special "local listing file" within the established filing plan index or duplicate materials could be kept in a special "local file." Information about local opportunities could also be attached to the basic (national) literature. This would enable the presentation of the national and local picture at the same time and would encourage utilization of both levels of information.

Sample Commercial Filing Systems

While the filing systems presented on the previous pages can be developed by you using regular file folders, file cabinets, storage boxes, or a variety of homemade cabinets, many versions of these types of plans are available commercially. A sample of the commercial offerings is included here to acquaint you with some of them; however, this list is *not* intended to be a complete listing. *Additional systems are included in the catalogs and bibliographies of materials mentioned as well as within the texts appearing in "References Cited" in the Desk Reference.*

Bennett Occupations Filing Plan and Bibliography

The Bennett Occupations Filing Plan and Bibliography (Wilma Bennett) is an alphabetic fields-of-work index for filing unbound occupational information. The headings are adapted from the *Dictionary of Occupational Titles,* but they are somewhat broader than those in the D.O.T. A book containing the occupations filing plan may be purchased, however an occupations filing plan set (book plus set of 1088 labels) is available. The labels contained in the set are printed in red for the fields-of-work; in blue for the cross-references to guide the user from the term he might be thinking of to the field-of-work where the information is located; and in black for the supplementary related headings. Supplementary materials include a bibliography of occupational information materials and a list of occupations grouped by school subjects.

The Bennett Occupations Filing Plan and Bibliography is available through The Interstate Printers and Publishers, Inc., Danville, Illinois 61832.

Chronicle Filing Plan and Cross-Reference to Occupational Information

The Chronicle Filing Plan and Cross-Reference for Occupational Information is based on the arrangement of titles and codes in the *Dictionary of Occupational Titles.* The filing plan includes nine work categories, each with a one-digit D.O.T. code number. These nine categories are divided into eighty work divisions, each with a two-digit D.O.T. code number. Further subdivisions into 198 occupational groups are coded with a 3-digit D.O.T. number. The position of the tabs on the file folders distinguishes between these clusters. Included with the plan is a cross-reference system.

The filing plan, coded manila folders, hanging folders, occupational briefs, and/or filing cabinets are available from Chronicle Guidance Publications, Inc., Moravia, New York 13118.

Career Information Kit

The Career Information Kit is a library of occupational materials. Approximately 500 pieces of current literature meeting NVGA guidelines are alphabetically filed by job families with reference to specific job titles. The index is cross-referenced to the Dewey Decimal System, directing the user to further reading. Publications for the counselor and student are included in the areas of educational, career, personality, and employment guidance and counseling.

The various components of the Career Information Kit, including a special filing cabinet, are available from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

FILING BOUND OCCUPATIONAL INFORMATION AND MEDIA

Bound occupational materials (books, films, recordings, etc.) can be classified, coded, and shelved in the same way as the unbound materials previously discussed. The major difference is that the code numbers or call letters would be placed on the spine of the books and on the containers of other bound materials. The same filing system should be used for both the bound and unbound materials to allow for easier use of the resources. These books and media can then be placed on shelves next to the unbound materials' files for easy identification and retrieval.

If the bound materials and unbound materials are not housed together, i.e., the bound materials remain in the school library and the other materials are located in an occupational information center, some modifications to the filing systems may have to be made. Bound materials in the library may either be located throughout the entire library following the established library classification system or grouped together in a special "occupational or vocational information" section.

If the bound items are distributed throughout the library, a card index to help users identify and locate the special materials will be necessary. The unbound materials' file (housed elsewhere) should also include cross-reference information (possibly by including a cross-reference card in each folder) to aid in the locating of the bound materials.

Generally, to aid in the identification of the items, it would be more ideal to group the bound library materials together. Related vocational and occupational books can be grouped together and indicated as such. For example, if the Dewey Decimal System is the established classification used in the library, related vocational and occupational books could be grouped together on a vocational shelf with "V" preceding the decimal classification number just as all biographies are labeled with a "B" preceding their classification number.

FILING EDUCATIONAL MATERIALS

An important part of any occupational information resource center is the inclusion of educational materials, e.g., training directories, school catalogs and bulletins, and special educational materials (See "Educational Resources" in *Desk Reference*). The materials should be located so they are easily accessible by all students. Ideally, these resources should be located near the occupational resources so users may see them and refer to them as needed.

Training directories for each general educational level can be easily shelved together, organized according to the training/educational levels they represent (vocational-technical-trade schools, junior colleges, colleges and universities, professional schools, etc.). They might also be placed with the respective bulletins and catalogs with which they correspond. In the latter case, the four-year college and university directories would be located with the four-year college and university bulletins and catalogs. This second arrangement may cause some problems, however, as many directories list more than one type of school (See "Educational Information Resources" in *Desk Reference).*

The organization and grouping of the educational materials will greatly depend upon the resources available and the use patterns and demands. For example, if very few professional school directories or bulletins and catalogs are included, it may be appropriate to combine the professional school and four-year college and university materials together.

The following arrangement (Norris et al., 1972) was developed for both bound and unbound educational information resources and is presented here as an example of how the materials might be arranged.

I. Training facilities

A. Individual catalogs

Elementary
Secondary
Vocational-technical-trade (individual areas arranged alphabetically)
Junior-community colleges
Colleges and universities
Professional schools
Other types
  Apprenticeship
  On the job
  Cooperative
  Correspondence
  Military

B. Directories

Vocational schools
Junior or community colleges
Colleges and universities
Professional schools

II. Special education aids

Financial aids-scholarships, fellowships, loans
Orientation and adjustment to training
Selection of training facility
Study aids
Values of education

The authors explained that the system should be adapted to meet the needs of the individual school. The outline, however, does offer a possible base structure from which to work.

Materials can be stored in a variety of ways with the selection of the arrangement dependent upon the location of the materials, storage supplies and units available, etc. Usually, materials are either housed in filing cabinets or on shelves. If the materials are arranged in filing cabinets, a seperate folder should be designated for each institution to aid in the identification and refiling of resources. A small collection can be arranged alphabetically, but any extensive collection should be grouped by state, with states and corresponding institutions alphabetically filed. An index of materials within each folder can be recorded on the folder itself (catalogs, bulletins, special fact sheets, etc.)

If the materials are arranged on shelves, similar principles should be followed. Materials can be placed in vertical pamphlet boxes. As with filed materials, an alphabetical arrangement would generally be the most convenient. Each pamphlet box should be clearly labeled, listing the resources it holds. This is necessary for easy identification and refiling of materials. If an institution has several items, one or more separate pamphlet boxes can be devoted to that institution.

More complete and detailed information may be collected about frequently attended institutions. These materials can be filed with the regular information or in a special file dealing with these particular institutions. It is suggested that instead of separating the frequently used materials from the regular files, a special file be maintained in addition to the regular file containing a *duplicate* set of the filed materials.

If it is desirable to identify institutions by geographic location, private/public affiliation, occupational training areas, etc., a card file can be developed which cross-references institutions for various categories. This would require some time and effort, but it would be a means for identification of and referral to appropriate institutions. (NOTE: It should be determined before you undertake this task that you are not duplicating a published directory that could serve the same purpose.) Baer and Roeber (1964) have included an example of a cross-reference filing plan for educational institutions and curricula in the appendix.

In addition to the institutional directories, catalogs, and bulletins, you will most likely collect miscellaneous and related materials. Norris illustrated these "Special Educational Aids" in Section II of the educational filing arrangement illustrated in this section. Miscellaneous and related educational materials can be included in a "Related Occupational/Educational Information File" as explained in the following section.

FILING RELATED OCCUPATIONAL/EDUCATIONAL INFORMATION

Materials involving related and special topics concerning occupations should be included in the filing system. Possible topics for inclusion are:

- apprenticeships
- child labor laws
- community agencies
- dropouts
- employment agencies
- entry occupations
- financial aids
- handicapped persons
- inter-dependence of jobs
- job finding
- job hunting
- job satisfaction
- labor laws
- labor organizations
- licensure of workers
- minority groups
- minority problems
- occupational choice
- occupational trends
- part-time employment
- scholarships and fellowships
- social security
- technological trends
- unemployment compensation
- work certificates
- work experience

Selected topics can be arranged alphabetically in file folders in a special file dealing with "related occupational information." A cross-reference index could be established for multi-titled and related topics and for items which may have to be shelved. Files can easily be expanded as the collection and variety of materials grows.

Baer and Roeber (1964) present a "Filing Plan for Supplementary Occupational and Educational Information" which includes cross-references. While the cross-reference listing is quite extensive, it does offer terminology and referencing suggestions.

Dependent upon the quantity of materials to be filed and the school's unique situation, it may be more advantageous to have two separate files—one dealing with related occupational resources and the other with related educational resources. The size of the collections, use patterns, accessibility, and demand for the materials should be considered before establishing either combined or separate files (See "Filing of Educational Materials" in the *Desk Reference*).

INNOVATIONS IN INFORMATION STORAGE AND RETRIEVAL

Persons working with information are confronted with services rapidly changing occupational opportunities, educational requirements, and educational opportunities. As occupations alter or change, qualifications change, thus requiring new or modified educational offerings. This scene of constant change has demanded new means of storing and retrieving occupational and educational information so that it can be easily updated.

Another major factor demanding new methods of storage is the vast amount of important information which should be available to the users. The volume of materials cannot be efficiently or conveniently printed and stored by conventional methods. Constant change and volume are only two of the basic factors indicating the need for improved storage systems. Efforts are currently taking place to develop and incorporate mechanized and computerized information systems into the world of education and counseling. Joann Harris (1973), in presenting the computer as the guidance tool of the future, reviews the capabilities of the computer which lend themselves to the completion of the guidance task:

1. Capability of easy storage and instant retrievability of immense masses of data.

2. Capability to manipulate data at the command of the user including the imploding (narrowing options on a list), exploding (adding options to a list), and interrelating of data (bringing together characteristics of the user and those of the environment with which his/her choice is concerned).

3. Capability to simulate a conversation. (Due to the production and improvement of remote teleprocessing terminals, such as teletype units and cathode ray tubes, and with the ability to transmit data over telephone lines, a student can have a highly interactive, self-involving "interview" or "conversation" of a structured nature with the computer.)

4. Capability to control audio and visual material and to produce graphics.

5. Capability for monitoring (tracking the progress of a student through a program) and feedback.

Many computer-based systems have been and are currently being developed for use in counseling programs. Information on computer-based systems can be obtained through many sources, including the following:

DISCOVER Foundation, Inc.
P. O. Box 363
Westminster, Maryland 21157

Computerized Vocational Information System (CVIS)
CVIS Distribution Center, Carroll Hall
Western Maryland College
Westminster, Maryland 21157

U.S. Department of Labor
Employment Training Administration
National Occupational Information System (NOIS)
Room 10010–Patrick Henry Bldg.
601 D Street N.W.
Washington, D.C. 20213

Education and Career Explorations System (ECES III)
Genessee County School District Office
Flint, Michigan 48500

System of Interactive Guidance and Information (SIGI)
Educational Testing Service
Princeton, New Jersey 08540

Along with the implementation of computer technology, mechanized and multi-media programs are being used in counseling situations. Such programs include the use of microfile and microfiche, cassettes, films, and slides. Many of these aids are available and included in the catalogs listing occupational and educational information resources (see "Identification of Resource Materials" in the *Desk Reference*). Commercial distributors often offer up-dating services to their systems through subscription services. Information can be obtained through agencies and programs included in the catalogs. Your State Department of Public Instruction can tell you if the Vocational Information for Education and Work (VIEW) program is available in your state, or information can be obtained from:

National Center for Vocational Information for Education and Work (VIEW)
Guidance Institute
Indiana University
715 E. 7th Street
Bloomington, Indiana 47401

While these innovative systems do offer alternate methods of information storage and retrieval, the local use patterns and needs should be considered along with cost factors and allowances for local input before any computerized or mechanized system is adopted. The cost per user should be determined corresponding to the overall cost and anticipated size of the user population. Schools or districts may find it more feasible to "share" a system as a supplement to their traditional resource materials. While many schools may not find these systems, especially the advanced systems, currently feasible, the advantages and possible uses of these innovative systems suggest they are becoming the "guidance tools of the future."

SUGGESTED HOMEMADE PLAN FOR A RURAL SCHOOL SYSTEM

As previously explained in the introduction to this section, the filing system implemented in a school should be the one which best meets the needs of the users and adapts to unique and specific situations at the school. The following suggested guidelines combine several of the systems explained in the preceding pages and can be adapted to meet most situations.

1. Base the filing system on the *Dictionary of Occupational Titles.* The occupation classification decisions are already made and recorded; the System is widely accepted and used; many publications are already coded according to the D.O.T.; occupations are listed with multi-titles; files can be expanded as needed; books, films, and recordings may be shelved according to the D.O.T. codes.

2. File materials dealing with specific industries in alphabetic order or numerically by *Standard Industrial Classification Manual* code numbers. The decision to file alphabetically or numerically should be based on the number of materials collected and the ease with which they may be retrieved. If only a few items are to be filed, alphabetic filing may be sufficient. As industrial materials increase, implementation of the S.I.C.M. is suggested. These materials would make up a special "industry" section.

3. Bound materials, e.g., books, films, and recordings, ideally should be housed next to the filed unbound materials. Like the unbound materials, they should be labeled according to the D.O.T. code and shelved in numeric order. Cross-reference cards filed in the unbound materials file can tie the two sets of materials together.

4. Omnibus materials (describing several unrelated occupations) cannot be properly classified under any one code. They may be shelved/filed together in a special "omnibus" section alphabetically by author or title. Materials can be cross-referenced by an index card filed in the appropriate occupational file folders and/or in a special cross-reference file. Information on the index card can include occupation title (and code number), sources located in the "omnibus section," etc.

5. Educational materials ideally should be located near the occupational resources to form a "Career Information Service Center." Training directories should be shelved together grouped according to the educational/training level they represent. School catalogs, bulletins, and pamphlets should be organized alphabetically by school within an alphabetic state arrangement. (File folders in cabinets or shelving boxes for pamphlets are adaptable to most situations.) Miscellaneous and related educational materials can be filed in a "Related Occupational/Educational Information Section."

6. Related occupational/educational information dealing with such topics as employability skills, financial support, work experience, and occupational trends should be filed/shelved alphabetically by topic in a special section. A cross-reference index should indicate related materials and multi-titled topics as well as references to information offered in the "omnibus section." Cross-references can also tie media, e.g., tapes, films, and records, into the occupational/educational information file.

7. File folders in file cabinets are frequently used for filing systems; however, alternate methods are available. Cardboard shipping boxes of homemade wooden containers can be used in place of filing cabinets. File cabinets with many drawers may be used with

materials lying flat in labeled drawers. Boxes for shelving pamphlets can be used with or without file folders to store materials on shelves. These boxes would be labeled with D.O.T. code numbers, occupational choices, and possibly a listing of the items it holds.

Whatever system you use for storing the materials, it should be adaptable to the location, use patterns, equipment and materials available, cost allowances, volume of materials, etc. of your school. If the "information library" is to be shared between schools or districts, it may have to be movable or portable. All these factors must be considered so that the classification and filing system best meets your school's needs and situation.

Chapter 6

Sample Materials and Activities for Autobiographical and Biographical Information

Cumulative Records-Accumulation of Biographical Information

WHAT

Cumulative records are the comprehensive accumulation of records and information about a student which provide an organized means of bringing together different data, both objective and subjective. These records, then, because of their nature, can be the core of the guidance program in studying and working with the individual.

The records maintained and collected in a cumulative record file should be those relevant and important to school personnel and their functions. (Likewise, the system of maintaining cumulative records should be adapted to the needs and demands of the school, administrators, teachers, counselors, students, and parents.) The following are examples of items and information which may be included in a cumulative record file:

Basic personal data
Home background
School background and progress
Attendance record
Entrance and withdrawal information
Health and physical development reports
Academic record
Test results
Data explaining differences between test results and classroom achievement
Social and personality characteristics
Interests and activities (in school and out-of-school)
Vocational interests and plans
Educational interests and plans
Work experiences
Comments, observations, summarizations
Guidance notes
Follow-up data

Cumulative records may take the form of filed cards containing the necessary data, or they may be developed into cumulative files containing more detailed information. It is suggested that a summary or master card(s) be maintained along with a parallel cumulative record folder/file containing more complete and supplementary data. The master record form itself may be printed on a file folder for easy reference. Different sections can be printed on both the inside and outside panels. An alternative method utilizes folders with one or more pockets or manila file folders which may be used to hold the master cards. These cards can be color-coded for easy identification and retrieval from the cumulative record folder.

As the student progresses and passes from one school to another, the cumulative records are updated and passed on to the appropriate school. A picture of the total and all-around development and progress of the student would be visible to those reviewing the records.

WHO

A cumulative record should be maintained for each student in the school system. As previously stated, the record should move with the student through the school system, from school to school.

Persons having access to the records would include administrators, counselors, teachers, students, and parents. Supervision and assistance with understanding and interpreting the cumulative record should be available. Also, the record should be maintained as confidential and should not be open or available to the public, other students, etc.

WHY

Most schools keep a variety of records and information on file, e.g., attendance, academic, health, school activities, discipline problems, and test scores. These various records are often maintained separately in different offices in the school; thus, the data are not convenient and easy to obtain when necessary. This often results in confusion, misuse, and unused records—

1. The student is not portrayed in a unified or comprehensive manner.

2. Isolated facts may be overemphasized or misleading.

3. Generalizations may be drawn from single or selected items because of the difficulty in assembling all relevant data.

4. Confusion may exist over the location and accessibility of various records. This may cause some records to be overused while others remain basically unused.

5. Some records may overlap or be duplicated, indicating wasted filing space and clerical time.

The cumulative record, as it combines many records into one, encourages and enables more accurate and frequent use of the student data. The school's record keeping, when streamlined, would require less clerical help and time for maintenance; and in-service training for all personnel on the use and upkeep of the files would be more efficient and effective.

In examining why a cumulative record system should be implemented and maintained, it is important to consider the possible uses of such accumulated data. Gibson and Higgins (1966) list specific uses of the cumulative record illustrating its scope and potential value to various users.

The cumulative record is useful to the guidance counselor in—

1. Preparation for counseling interviews
2. Identifying students who may need counseling assistance

3. Identifying students with special needs, talents, and interests
4. Follow-up and research studies
5. Pupil placement
6. Parent interviews
7. Case studies
8. Promoting faculty analysis of and assistance to pupils
9. Providing clues to pupil behavior
10. Pupil referral.

The cumulative record is useful to the classroom teacher in—

1. Gaining an earlier understanding of new pupils
2. Gaining a better understanding of all pupils
3. Providing clues to pupil behavior in the classroom
4. Measurement of pupil progress in relation to his estimated capacity
5. Forming within-class groupings for special projects or purposes
6. Parent conferences.

The cumulative record is useful to the school administrator in—

1. Curriculum planning
2. Pupil grouping
3. Group analysis
4. Evaluation studies
5. Conferences with parents
6. Making recommendations for employment, college admissions, awards, or scholarships
7. Providing information on graduates or dropouts.

The cumulative record is useful to the pupil in—

1. Gaining better self-understanding
2. Aiding his educational-vocational planning
3. Motivating him toward higher achievement
4. Providing a source for recommendations.

The cumulative record is useful to the parent in—

1. Seeing his child as the school sees him
2. Gaining new understandings of his child
3. Assisting his child in making wise educational-vocational choices (pp. 79-83).

WHEN

Ideally, the cumulative record would begin with the student's first contacts with the school system—elementary school. The records would then be up-dated and added to as the student progresses through the grade structure to completion of high school. These permanent records would cover a number of years and would be passed on from one school to another with the student. Continuous cumulative records can prove helpful to the successive counselors in determining the distribution of needed counseling. The divisions of the education process, e.g., elementary school, junior high school, and senior high school, along with the time sequence of school terms, allow for the data to be organized into annual divisions. The chronological ordering of data is easily understood and identified by the counselors, teachers, and administrators as they review cumulative records.

WHERE

The location of cumulative records will partly depend upon the unique situation and needs of each school. Careful consideration should be given to the central location of the records so that maximum use is encouraged and maintained for all users.

It is often desirable that the cumulative records be coordinated by the counselor(s) or person(s) responsible for the counseling functions. This individual would probably be most familiar with administration of tests and test reporting, interpretation of collected data, and other aspects of a cumulative file. The cumulative file, if located within or adjacent to the counseling facilities, helps to facilitate contact and cooperation between the counselor(s) and other users in interpretation and use of the data. Likewise, the location encourages the faculty/administrator users to share concerns and discussion with the counseling staff. Even though in-service training in the use of cumulative records/files should be programmed and offered for users, a member of the counseling staff should also be available to assist those utilizing the cumulative file system. An additional advantage to housing cumulative files in the counseling facilities is that it allows for convenient retrieval of records during counseling sessions. The efficient and convenient availability of files encourages their use and recognition as the administrative core of the school's guidance program.

HOW

Cumulative records should be developed to meet the needs and demands of each individual school/school system and should be designed to fit within the organizational structure. Traxler and North (1966) suggest the constructing of a cumulative record should begin with a study of the school to determine what the school is doing and what it hopes to accomplish. Objectives should be listed and agreed upon. This should be followed by an examination of records used in other school systems. A review of established records will assist in selection of formats, presentation of data, selection of appropriate data, etc.

Traxler and North also indicate six of the more important concepts which pervade, what they feel to be, the best cumulative records produced. These concepts are as follows:

1. The concept of the child as a developing organism (a continuous story)
2. The concept of continuity in education from the kindergarten through college
3. The concept of organization according to time sequence
4. The concept of comparable measurement
5. The concept of graphical presentation of numerical data
6. The concept of behavior description (pp. 219-234).

These basic concepts will influence the design of the cumulative records and should be considered before an approach is selected.

Various alternatives are available for the structure and implementation of cumulative record files. Before selecting a specific design, a basic decision must be made whether written or computerized records should be kept. While computerized systems can be efficient and very extensive, the smaller school will probably find it sufficient to work with a more simplified written/typed format.

Alternative designs available for cumulative records include the following:

1. single card
2. file folder holding a series of cards (cards can be color-coded for easier identification)
3. file folder with recording areas printed on inside and covers of folder itself
4. multi-pocket folder
5. series of cards filed with supplementary data in multi-pocketed folders (cards can be color-coded for easier identification)

These variations can be adapted to meet the needs and organization of the individual school system.

It is suggested that individual records be filed alphabetically according to the students' last names and grouped according to projected year of graduation. This filing system would probably be sufficient for most small and average sized schools. For example, all projected 1980 graduates would be grouped together, then alphabetized by last names. Once a student leaves the school, (e.g., graduation, transfer, withdrawal) his/her cumulative record would be filed with that year's graduates.

Many examples of cumulative records are available for use and/or examination. School systems using cumulative records would probably be willing to share ideas and materials. Guidance and counseling texts, such as Traxler and North (1966) and Gibson and Higgins (1966), often include samples of cumulative record formats. Printed folders/forms are also available. An original (1964) and a revised (1975) Secondary School Record form is available from the National Association of Secondary School Principals (1904 Association Drive, Reston, Virginia 22091). Chronicle Guidance Publications, Inc. (Moravia, New York 13118) also has cumulative record folders available for both kindergarten through twelfth grade and college level reporting.

FRESHMAN YEAR INFORMATION

Name ______________________ Date ______________

School and Location ______________ Interviewer ____________

Home Address ______________ Grade ____ Birthdate ________

Father's name ______________

Mother's name ______________

1. Are you living at home with your father and mother? ______________
2. How many brothers and sisters do you have? ______________
Tell me about them.
3. Does anyone else live with you? ______________
4. What is your father's occupation? ______________
5. How much education did he have? ______________
6. Does your mother work outside the home? ______________
7. How much education did she have? ______________
8. Is there anything that you consider to be *special* about your family?
9. Tell me the names of some of your friends. (Circle names of three closest.)
10. If I were to ask them what kind of person you are, how do you think they might describe you?
11. What do you do when there is nothing that you *have* to do?

12. What do you do during the summer?

13. What courses are you taking at school this year? What were your grades at the last marking period?

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

14. How many study halls per week do you have? ____________________

15. If you could spend all of your time on one of your *current* subjects, which one would it be?

16. Why?

17. Second choice?

18. Why?

19. If one subject were to be dropped from your *current* high school program, which would it be?

20. Why?

21. Second choice?

22. Why?

23. What courses are you planning to take next year?

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

24. In what group activities—school, church, or community—do you participate? (Consider activities of last year if this is early in the school year.)

25. Any offices in these activities?

26. Are there activities in which you would like to participate, but for some reason can't?

27. If not, why not?

28. Is there anything about your health that prevents you from doing anything you want to do?

29. What occupation are you considering *most* as a career?

30. Why are you considering it?

31. What other occupations are you considering?

32. What has your father said about your plans for the future?

33. What has your mother said about your plans for the future?

34. If you could do as you pleased, what would like to be doing ten years from now?

35. If you were given the opportunity to finish high school in three years by doing extra work, would you take it?

36. Why?

37. Why not?

38. Would you like to be in classes composed only of better-than-average students?

39. Why?

40. Why not?

41. If you could have any three wishes, what would they be?

42. Any additional information which you think will help us know you better?

43. Do you have any questions you would like to ask during the interview that you will have with the counselor?

44. To whom *in your school* have you gone when you wanted to talk over your plans and your problems?

Name ______________________________ Position ____________________________________

45. Any comments or questions?

Source: Adapted from *Counseling the Gifted Student (Workshop Resource Packet).* Research and Guidance Laboratory, University of Wisconsin, Madison, Wisconsin 53706.

SENIOR YEAR INFORMATION

Name ______________________________ Date ____________________
Day Month Year

School and Location ____________________ Interviewer ____________________

Home Address ____________________ Birthdate ____________________

Telephone ____________________ Grade ____________________

Father's name ____________________

Mother's name ____________________

1. Any interesting experiences since your last visit with us?

REVIEW OF FAMILY SITUATION

(This review is necessary for scholarship and admission applications.)

2-3. Father's occupation? (Be as specific as you can about location and activity and what he does on his job.)

4. Mother's occupation?

5. What does she do on her job if she works outside the home?

6. Names of *older* brothers and sisters. (Give their occupations if employed. If they are in school or college give the grade or year. If they are college graduates name the college.)

7. Names and ages of *younger* brothers and sisters.

REVIEW OF SCHOOL RECORD (Grades 9-12)

8. Number of *English* courses taken *and now taking.* Give names of English courses if the names differed from the usual English 1, 2, 3, and 4. Circle honors courses.

____

____

9. Looking back at all the *English* you have had in high school, what comments would you make? (Try to think of the subject field itself, *not* about teachers.)

____

____

10. Would you choose an occupation in which high performance in *English* was the main requirement? ______________ Why or why not? ______________________

____

11. Names of *mathematics* courses taken and now taking. Circle honors courses.

____

____

12. Looking back at all the *mathematics* you have had in high school, what comments would you make? (Try to think of the subject field, *not* about teachers.)

____

____

13. Would you choose an occupation in which high performance in *mathematics* was the main requirement? ______________ Why or why not? ______________________

____

____

14. Names of *science* courses taken *and now taking.* Circle honors courses.

____

____

____

____

15. Looking back at all the *science* you have had in high school, what comments would you make? (Think of the subjects, *not* the teachers.)

____

____

____

16. Would you choose an occupation in which high performance in *science* was the main requirement? ________ Why or why not? ________

17. Names of *social studies* (include history) courses taken *and now taking.* Circle honors courses.

18. Looking back at all the *social studies* you have had in high school, what comments would you make? (Think of subject field, *not* teachers.)

19. Would you choose an occupation in which high performance in *social studies* was the main requirement? ________ Why or why not? ________

20. Names of *foreign languages* taken *and now taking.* Circle honor courses.

21. Looking back at all the *foreign languages* you have had in high school, what comments would you make? (Think of the subjects, *not* teachers.)

22. Would you choose an occupation in which high performance in *foreign languages* was the main requirement? ____________ Why or why not? ____________________________

23. Other subjects taken (list them with number of units of each):

24. Looking back at these subjects, what comments would you make? (Think of the subjects, *not* the teachers.)

25. Would you choose an occupation in which good scholarship in ____________________ (write in) was the main requirement? ____________
Why or why not? ____________________________

REVIEW OF SCHOOL, COMMUNITY, AND OTHER ACTIVITIES

26. Activities in which you participated	27. Number of Years	28. Offices

29. List any *special* honors or activities.

30. Looking back at these activities, what comments would you make?

31. Has participation in any of the activities influenced your choice of an occupation?
If so, tell which one and how it has influenced you.

32. About how many hours *per week* of *non*-required reading do you do?

PLANS FOR THE FUTURE

33. What do you plan to do next year?

34. What steps have you taken toward your plan?

35. What occupation are you planning to enter?

36. Why did you choose that one?

37. What other occupations are you considering?

38. Why did you choose them?

39. Does your *mother* agree with your *educational* plans?

40. Does your *mother* agree with your *vocational* plans?

41. Any comments on the two questions above?

42. Does your *father* agree with your *educational* plans?

43. Does your *father* agree with your *vocational* plans?

44. Any comments on the two questions above?

45. Who, if anyone, helped you to make up your mind about the place you have considered for post-high school training?

GENERAL

46. Is there anything about your health that keeps you from doing what you would like to do?

47. What special problems have you met because you have been a better-than-average student? (This question might be deleted for general use or distribution of a senior information questionnaire.)

48. What special problems have you met because you were chosen to come to the Laboratory? (This question might be deleted for general use or distribution of a senior information questionnaire.)

49. Are there any matters about your education or future plans that we should discuss during our interview?

Source: Adapted from *Counseling the Gifted Student (Workshop Resource Packet).* Research and Guidance Laboratory, University of Wisconsin, Madison, Wisconsin 53706.

COVER LETTER FOR PARENT QUESTIONNAIRE

Mr. and Mrs. Robert Brown
123 Robin Lane
Green Valley
Iowa

Dear Mr. and Mrs. Brown:

The purpose of the counseling program in Green Valley High School is to help students better understand themselves so that they will be better prepared to make important decisions when they must do so. In this effort we hope to be working cooperatively with you and other parents, with teachers and other school staff to help each student find out those things they can best do and encourage their development along those lines.

This will be done with each student through a careful study over the full period of their high school years. In this cooperative effort no important decisions regarding any study will be made without consulting or without approval of parents and school authorities.

Parents are encouraged to consult with their youngster's counselor; and hopefully, at least once a year an interview can be arranged with all parents. If you desire an appointment, please either inform your youngster and we will call you or telephone the school secretary.

To assist us in this program, we would appreciate your completing the attached questionnaire and returning it to us in the enclosed self-addressed stamped envelope. This information about your son or daughter will help us as we work with him/her on a personal basis. Answers to all the questions will be most helpful to us, however, feel free to omit responses you view as an imposition. If you have any questions or concerns, please don't hesitate to call us.

Thank you very much for your cooperation and interest. We are looking forward to working with you and your daughter or son.

Sincerely,

Dorothy Hall
Counseling Staff
Green Valley High School

(Office telephone: 786-3655)

PARENT QUESTIONNAIRE

Parent's name ______________________ Date ______________

Address ____

Student's name ______________________

1. Father's occupation ______________________________
   Highest educational level attained ______________________
2. Mother's occupation ______________________________
   Highest educational level attained ______________________
3. How many children in your family? ______________________
   What are their ages? ______________________
4. What is there that is special about your family? ______________________
5. Who are your son's/daughter's closest friends? ______________________
   What do you think of them? ______________________
6. What health problems has your son or daughter experienced in the past? ______________________
7. What health complaints does your son or daughter express? ______________________
8. What hobbies does your son/daughter have? ______________________
9. To what non-school organizations does he/she belong? ______________________

10. How much time does he/she spend reading? ____________________

What kinds of books and magazines does he/she read? ____________________

____

11. How much time does he/she spend viewing television? ____________________

What programs does he/she watch? ____________________

12. What is it he/she is most likely to do when there is nothing that he/she has to do?

____

13. What activities does the family engage in as a unit? ____________________

____

14. What family trips have you taken? ____________________

When? ____________________

15. How does your son/daughter obtain his/her spending money? ____________________

____

16. What duties does he/she have around the home? ____________________

____

17. What do you think are your son's/daughter's strongest assets? ____________________

____

What do you think are your son's/daughter's strongest liabilities? ____________________

____

18. Are there personal changes you would like your son/daughter to make?

____

19. What education goals do you have for your son/daughter? ____________________

____

20. What vocational goals do you have for your son/daughter? ____________________

____

21. Is there any way the school could better serve the needs of your son/daughter?

____

____

____

22. Is there anything in addition that you believe we should know about your son/daughter that would be helpful in meeting his/her needs?

____

____

____

____

____

Source: John D. Hartz et al. *Career Counseling in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

Additional sources and methods for collecting autobiographical and biographical information are presented in *Career Counseling in the Rural School*—A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

INDIVIDUAL AND GROUP ACTIVITIES: AUTOBIOGRAPHICAL INFORMATION

(Unstructured essay topics)

1. Assignment: "Write a Problem"—Write about one or more problems which concern you. Tell what the problem is, why you think it is a problem, and what you think should be done about it.

2. Assignment: Write about one or more of the following:

   "All About Me"
   "How and What I Am"
   "I Wish I Were . . ."
   "Me and Others"
   "Me and My Family"

3. Assignment: Write about—How would you describe the clothes you choose when you shop for a new outfit? Give a word picture of yourself. Is there anything you would change in that picture if you could? How would you change it?

4. Assignment: Write about what you do on a rainy day.

5. Assignment: Write or tell about someone you think is successful. It can be someone you know, a public figure, a character in a book, etc. Tell why you think they are successful, how you know they are successful, whether or not they see themselves as successful, how they became successful, etc.

   Write or tell about someone you think is *un*successful. (Follow same format as above.)

   Keep a list of the times you feel successful—where you are, what you are doing, why you feel successful, etc.

6. Assignment: Write, draw, tell, or act out "The One Thing I Want to Change in the World Is. . . ." (something you would change if anything were possible).

7. Assignment: Write about the things and persons that have influenced your plans for the future. Was it parents, friends, teachers, experiences, things you read about, things you have seen . . . etc.?

8. Assignment: Change roles with your school counselor. What observations and advice would you give to *yourself* if you were the counselor? Develop a conversation between yourself and the counselor to be written or depicted in some manner of communication.

9. Assignment: Write or illustrate the things that make you happy. What makes you happy now—at this moment and time in your life?

10. Assignment: Write about—"I Want to Become . . ." Write about anything or anybody you would like to become at any point in the future. Think about how you can become that person. Tell why you chose that "image," how you can become like that person, what you have already done to become like that, etc.

11. Assignment: Picture (and write or draw) the home you will live in ten years from now in these ways—

    - kind of structure (physical description)
    - people who live there
    - work or activity of person(s) there including yourself
    - activities for recreation and leisure
    - activities and interests for self-development and improvement
    - the type of community
    - your involvement in community activities

12. Assignment: Suppose you were a teacher of a senior studies course. The purpose of the course is to teach useful information to seniors to help them cope with day-to-day problems when they leave school. List topics and information ("knowledge") you would include in the course content. Explain how you would go about leading the class—what types of activities, experiences, etc. should be included.

Many additional activities, forms, and procedures are outlined in the resource materials and packets cited throughout the *Desk Reference.* These have been listed here to present a sample of the variety of exercises and activities appropriate to developing self-awareness among the students. Many of these activities can be adapted to many classes: *art classes* could use pictures, sketches, sculptures, etc. to depict the same information; *dance students* could develop an interpretive dance dealing with these ideas; *foreign language* classes could use the topics for classroom work; and *drama or speech classes* could incorporate the concepts into oral presentations.

NOTES

Chapter 7

Sample Materials and Activities for Career Awareness

(To be used with *Making Decisions* worksheet)

STUDYING MY OCCUPATION

Look up your job choice in the *Occupational Outlook Handbook* or other resource containing occupational information. If necessary, copy the definition so you can use it as you answer the following questions.

____
Occupation or Job

1. *Type of Work*

   a. What duties are performed each day?

   b. Are the duties the same or different each week, month, or season? If they are different, how are they different?

   c. What equipment, if any, is used? Is this furnished by worker or by employer?

   d. What types of materials are handled?

   e. What physical activities are involved while working (walking, running, kneeling, sitting, reaching, lifting, climbing, balancing, talking, writing, seeing, hearing, reading, throwing, pulling, etc.)?

2. *Working Conditions*

   a. Is the work done indoors, outdoors, or both? Does the location change with duties or seasons?

b. Is the work seasonal, irregular, or steady?

c. How many hours are worked each day and week? Regular, irregular? Is overtime required? Regularly or infrequently?

d. What vacations are offered?

e. Where does the work take place—office, school, storeroom, store, park, farm, factory, construction site, rural area, urban areas, etc.?

f. Are the surroundings safe? Pleasant?

g. Is the work hazardous? If so, why (high places; explosives; exposure to burns, chemicals, radiation; etc.)?

3. *Qualifications*

   a. What are the age requirements for entrance and retirement?

   b. Is the field dominated by either males or females? Does there seem to be discrimination in hiring practices (sex, ethnic, handicap, etc.)?

   c. Are there height and weight requirements or qualifications?

   d. Are there other physical requirements such as good vision, good hearing, physical strength, etc.?

4. *Education, Training, etc.*

   a. How does one get the first job in this field (by taking an examination, applying, joining a union, opening own business, etc.)?

   b. Is a license or certificate necessary? What are the procedures for getting one?

c. Must one join a union? What are the requirements, fees, dues, etc.?

d. Is an apprenticeship necessary?

6. *Payment (Remuneration) and Advancement*

a. What is the *beginning* range for wage or salary (hourly, weekly, monthly, yearly)?

b. What salary increases can one expect? Under what conditions? After how long?

c. What additional benefits are there (commissions, tips, travel allowances, clothes/uniform allowances, free room and board, health and life insurance, etc.)?

d. What advancement is there on the job? When?

Read over your answers to all of the above questions. Keeping them in mind, complete the exercises on the following page.

In the following columns list the advantages and disadvantages you foresee with this job.

ADVANTAGES	DISADVANTAGES

In the space provided below list any occupations related to this job.

List sources where information regarding this job can be obtained.

INDIVIDUAL AND GROUP ACTIVITIES: CAREER AWARENESS

1. Have class discuss the roles hobbies, interests, school subjects, values, activities, families, etc. have on one's career. How does a career influences these areas? Why does a career influence these areas? Should these areas be considered before choosing a job or career?

2. Assignment: List all the community workers you can think of on paper. Write a paragraph about one of the workers telling why or why not you would want that particular job.

3. Have the class list several common occupations in your particular locale. Have the class discuss different rewards of the various occupations (both intrinsic and extrinsic).

4. Have students classify different jobs by various clusters (jobs that are dangerous, easy, hard, involve people, involve animals, take place indoors/outdoors, etc.).

5. Have students collect information about occupations and careers which are especially interesting to them. Keep the information in a "Career Notebook." Collected information might include how to look for those types of jobs, people they could talk to to find out more information about the job, qualifications, etc.

6. Career observation exercises:

   a. neighborhood field trips (watch telephone company installing lines; visit a local factory, warehouse, etc.; go behind the scenes at the post office, bank, or restaurant)

   b. have students go out and "explore" a particular field or occupation (they might bring back taped interviews with workers, pictures to show the class, tools or materials used in the line of work, etc.).

7. Have persons from various careers talk to the students about their jobs during class or group meetings. Discussion topics might include job satisfaction/dissatisfaction, duties, working conditions, advancement possibilities, training, and wages.

8. Have students develop displays of various jobs, products, employers, etc. (regional, state, or local). This might involve borrowing tools, merchandise, etc. from local companies or businesses.

9. Have students write job summaries, want ads, etc., using the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook.*

10. Assignment: Write about the job you would most like to have and tell why. Tell what you would have to do to obtain it (training, experience, etc.). Additional assignments might involve listing related jobs—ones that use similar skills, have similar surroundings, similar rewards, etc.

11. Conduct a Career Education Workshop for teachers to develop classroom instructional strategies including career awareness activities, placement skills, etc. Develop exercises or presentations appropriate for the various classes, e.g., business, home economics, English, science, math, industrial arts, foreign language, geography, and health. Activities might include conducting

interviews in Spanish or French, writing resumes in an English class, visiting a hospital to see the role science plays in the everyday activities there, and listing all the occupations in which math plays a major role.

12. Lead a class discussion exploring alternative jobs or related jobs. Include a discussion of how a job could be adapted or job skills transferred to another if one became handicapped or incapable of carrying out the duties.

13. Have a "Career Day/Night/Weekend" where students and parents can ask questions and obtain information about various careers. This activity might include displays by employers, presentations, films, conversations with workers, and employability skills workshops. This could be tied in with a "College Day/Night/Weekend" offering similar information to those interested in additional training and education.

Additional activities are included in many of the materials, kits, and packets cited throughout the *Desk Reference.* These have been listed here to present a sample of the variety of exercises, trips, and activities appropriate to developing career awareness among the students. Many of these activities can be adapted to many classes: *art classes* could use pictures, sketches, sculptures, etc. to depict the same information; *dance students* could develop an interpretive dance dealing with their occupational choice; *foreign language classes* could use the topics for classroom work; *drama or speech classes* could incorporate the topics into oral presentations; and *history classes* could explore the historical aspects of regional occupations.

NOTES

Chapter 8

Sample Materials and Activities for Decision Making

(To be used with *Studying My Occupation* worksheet)

MAKING DECISIONS

After reviewing your answers on the *Studying My Occupation* worksheet, complete the following questions.

____

Occupation or Job

1. List all the things you would have to do on the job that you think you can do well.

2. List all the things you would have to do on the job that you would like to do.

3. Do you meet the physical requirements? With which ones might there be a problem?

4. What skills and abilities would you have to learn?

5. Do you meet the training requirements? What would you have to do to meet them?

6. List the training (years, schools, cost, etc.) you feel capable of completing.

7. How much money do you feel you need to live comfortably?

8. What type of and how much advancement would you want on the job?

Compare your preceding answers with those on your *Studying My Occupation* worksheet; then complete these questions:

9. List reasons why this would be a good occupation for you.

10. List reasons why this would *not* be a good occupation for you.

Decision-making activities, exercises, and techniques are included in many of the resources presented throughout the *Desk Reference.* Some of the specific materials listed which deal with decision making are:

Decision and Outcomes (Student Book and Leader's Guide). H. B. Gelatt, Barbara Varenhorst, Richard Carey, and Gordon P. Miller. College Entrance Examination Board, New York, (1973).

Deciding (Student Book and Leader's Guide). H. B. Gelatt, Barbara Varenhorst, and Richard Carey. College Entrance Examination Board, New York, (1972).

Employability Skills Program. M. Douglas Ray and John D. Hartz. Wisconsin Vocational Studies Center, 321 Old Education Building, University of Wisconsin, Madison, Wisconsin 53706. (1976).

How to Decide: A Guide for Women. Nelle Tumlin Scholz, Judith Sosebee Prince, and Gordon Porter Miller. College Entrance Examination Board, New York, (1975).

Career Education Activities for You. Bangor Public Schools, Bangor, Maine, (1976).

Additional sources are cited and/or available through the many catalogs and directories listed in the *Desk Reference.*

NOTES

Chapter 9

Sample Materials and Activities for Placement

SAMPLE
PLACEMENT PROGRAM
PLANNING FORMS

Placement Needs Survey Page 1

As you begin to make decisions for your years following high school, Green Valley would like to help you get the information you might need to make these decisions. Please fill out the following questionnaire so that we might contact guest speakers, arrange field trips, and purchase materials in areas which will be of interest to you.

Part I

1. I would like more information on job opportunities in the following occupations:

First choice ____________________

Second choice ____________________

Third choice ____________________

2. I would like more information on training programs in the following areas:

First choice ____________________

Second choice ____________________

Third choice ____________________

3. I would like more information about the following branch(es) of the military:

____

4. I would like more information about volunteer programs in the following areas:

____

5. I would like more information about the following colleges or universities:

A) ____________________

B) ____________________

C) ____________________

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

Placement Needs Survey Page 2

Part II

Which of the following areas would you like to receive more training in:

Yes	Maybe	Not really interested	
			Completing application blanks
			Finding job leads
			Interviewing
			Calling employers for an appointment
			Selecting a school or training program
			Completing the G.E.D. (high school equivalency)
			Writing resumes
			Living in the city
			Managing money
			Setting up a small business
			Getting along on a job
			Better study habits
			Employee rights
			Equal opportunity hiring practices
			Other:______________________________

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

PART-TIME JOB APPLICATION

Name ______________________________ Homeroom ____________

Address ______________________________ Phone No. ____________

YES NO I would like help in finding a part-time job during the school year.
IF YES, COMPLETE THE FOLLOWING SECTIONS:

a. So far, what I've done about finding a job is:

___ 1. I haven't begun to look.
___ 2. I don't know where to look.
___ 3. I've asked around about where there might be openings, but I haven't applied for any jobs yet.
___ 4. I've applied at some places, but I haven't heard yet.
___ 5. I've applied at a lot of places, but no one was interested in hiring me.
___ 6. I've given up trying.

b. Some of the jobs I'd consider doing are:

______________________ ______________________

______________________ ______________________

c. I've had the following work experience:

Job Title	Job Duties	Employer Name	Employer Address

d. Do you have a social security card? YES or NO

e. What hours can you work? ______________________________

f. What transportation arrangements can you make for getting to a job?

____

g. How important is it to you that you find a part-time job?

___ VERY important ___ SOMEWHAT important ___ NOT VERY important

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

ORGANIZING A PLACEMENT PROGRAM PLAN

	Major objectives (Based primarily on student needs)	Rank order in terms of importance	Suggested activity	Designation of responsibility
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

COMMUNITY RESOURCE GRID

AGENCIES	Testing	Career Information	Career Counseling	Occupational Training	Financial Assistance	Training in Job Hunting	Job Development	Job Placement	Transportation	Other
1) Job Service										
2) Manpower Council or CETA										
3) Vocational Rehabilitation										
4) State Apprenticeship Council										
5) County Social Services Agency										
6) Community Action Programs										
7) Community Mental Health Agency										
8) Local Labor Unions										
9) Local Service Groups										
10) Local Business Groups										
11) Colleges and Training Institutions										
12) Small Business Administration										
13) Other										

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

Employer Survey Procedure

1. Define the geographical area to be surveyed.
2. Contact state Department of Industry, Labor and Human Relations, local Job Service office, Chamber of Commerce, and other businessmen's organizations to determine what information is currently available regarding local and nearby businesses.
3. Compile a list of employers in the survey area.
4. Select the procedure to be followed for surveying the employers and designate responsibilities for data collection.

   A. *Personal contact survey*

      1. Develop employer survey form.
      2. Determine average length of time needed to complete survey. Try to stay within a 20 minute time limit.
      3. Telephone each employer to set up appointment to administer survey.
      4. Personally visit each employer.

   B. *Mailed survey*

      1. Develop survey form for requesting information only.
      2. Arrange to have a survey cover letter signed by a representative of the school and a representative of the business community.
      3. Mail survey, cover letter, and self-addressed stamped envelope to all employers.

         *Be sure to include the name and phone number of the school representative who can answer specific questions regarding the survey.

         *A study at the University of Minnesota (Pucel, 1976) indicated that response rate can be improved if printed on colored paper and a packet of coffee or a pencil is included.

         *Indicate the date you expect to receive the completed form.

      4. Telephone or visit those employers who have failed to return their forms by the designated date. Give them the opportunity to provide the requested information over the phone or during the visit if possible.
      5. Develop a system for filing the forms received. This is usually done by types of employment opportunities available. A list of those employers who have indicated an interest in participating in the placement program should also be compiled.
      6. Compile a summary of the information gathered for student and staff use.
      7. Disseminate a general description of the results to participating employers and parents. An article in the local newspaper could be used to reinforce the importance of the survey.

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

SCHOOL DISTRICT EMPLOYER SURVEY

Name of person completing form ____________________ Business address ____________________ Telephone __________

Name of business ______________________________

Please complete the following information about the jobs represented in your business.

Job Title	Job Description	Number of employees currently doing this job	Entry level hourly pay	Number of vacancies expected in next 6 months	Part time (PT) or full time (FT)	Permanent (P) Seasonal (S) Temporary (T)	Qualifications for employment: educational or training requirements, age requirements, special skills necessary, physical requirements, union membership, etc.

IF ADDITIONAL SPACE IS NEEDED, SEE REVERSE SIDE

What are the typical procedures you follow when you want to fill a job vacancy?

Do you provide any on-the-job training opportunities? If so, please describe these.

REVERSE SIDE

Job Title	Job Description	Number of employees currently doing this job	Entry level hourly pay	Number of vacancies expected in next 6 months	Part time (PT) or full time (FT)	Permanent (P) Seasonal (S) Temporary (T)	Qualifications for employment: educational or training requirements, age requirements, special skills necessary, physical requirements, union membership, etc.

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

EMPLOYER PARTICIPATION CARD

Name of Employer ________________________________

Name of Business ________________________________

Address ________________________________

Phone Number ____________________

Willing to participate by:

____ a. Allowing field trips to observe business
____ b. Allowing individual students to observe activities of particular workers (shadowing)
____ c. Allowing students to conduct specific job analyses
____ d. Allowing individual students to interview employer
____ e. Speaking to classes regarding career opportunities in this field
____ f. Role playing interviews with students
____ g. Providing copies of application blanks
____ h. Serving on advisory committee or task forces
____ i. Participating in school co-op or work experience programs
____ j. Participating in work evaluation programs sponsored by the Division of Vocational Rehabilitation and other community agencies
____ k. Providing equipment to the school
____ l. Contacting school when job opening arises
____ m. Providing on-the-job training
____ n. Other

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

Job Analysis Form

Name of employer: ______________________ Address: ________________________

Job Title: ______________________________ Number of persons in firm currently employed at this job: ______________

1. Describe tasks performed by the employee in this job:

   (1) ____

   (2) ____

   (3) ____

   (4) ____

   (5) ____

   (6) ____

   (7) ____

2. On the average how many hours a day does the employee spend at this job?

   ____

3. Based on an average day, indicate the number of hours the employee spends at each of of the tasks listed above. Mark the hours in the column to the right of the tasks.

4. What is the training requirement for the job?

   A. Less than a high school education.
   B. High school graduate.
   C. Specific technical training. Specify: ______________________________
   D. College education. Major: ______________________________
   E. Apprenticeship.
   F. Trained by employer on the job.
   G. Other. Describe: ______________________________

5. What, if any, physical abilities are needed to be able to perform this job? (e.g., must be able to stand for four hours, must be able to lift objects weighing fifty lbs., etc.)

   ____

   ____

   ____

6. Describe the working conditions (e.g., hot, dusty, clean, noisy, etc.).

____

____

____

7. What is the salary range for this job? ______________________

8. If workers are promoted, to what jobs are they usually promoted?

____

9. Is union membership required?______________________________

10. Which of the following best describes the relationship among co-workers?

    A. Close knit group, often get together socially.
    B. Friendly, but not cliquish
    C. Little communication among workers.
    D. Tend to scapegoat fellow employees they don't like.
    E. Other ____________________.

11. Based on the *employee's* comments, what does he or she say a student would have to know to survive in this job?

____

____

____

____

12. What are the personal qualities the *employer* states are needed to survive on this job?

____

____

____

____

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

SAMPLE
INDIVIDUAL STUDENT
PLANNING FORMS

GREEN VALLEY SCHOOL DISTRICT
CAREER PLANS SURVEY

Name ____

Answer ALL the sections that apply to activities you plan to pursue after finishing high school.

A. ☐ *Employment:* CIRCLE ONE: I plan to get a (part-time, summer, or full-time) job.

a. Type of job looking for: ______________________________

b. What training or experience do you have for this job?

____

c. Have you ever talked to anyone else who has done this type of work?

yes or no

d. Are you willing to look for work outside the Highland School District?

yes or no Any special place? ______________________

e. What type of transportation will you be able to use to get to work?

____

f. Do you know some people who might hire you to do this job? yes or no

g. What do you think your chances are of getting the job you want?

very good pretty good maybe not so good

h. Other jobs you'd consider doing? ______________________

____

i. Check all of the following which might be problems for you in trying to find work—

☐ knowing what I like to do and can do
☐ knowing where to look for work
☐ adjusting to city life
☐ filling out application blanks
☐ interviewing for the job
☐ other: ______________________________________

☐ poor school record
☐ transportation
☐ appearance
☐ lack of experience
☐ parent's attitudes

(continued)

B. ☐ I plan to continue my *education or training:*

____ a. At a four year college (name)
____ b. At a two year college (name)
____ c. At a vocational or technical school (name)
____ d. Other (name)

1. How sure are you about this decision concerning education or training?

   very sure pretty sure not very sure

2. Have you sent in your application yet? yes or no
3. Have you been accepted? yes or no
4. Do you think you'll need some financial help? yes maybe no
5. Have you applied for any financial help? yes or no
6. Do you plan to work while going to school? yes or no
7. Have you talked to anyone else who has gone to school there? yes or no
8. What type of career do you plan to enter after you complete your college or technical program? ____________________
9. Check all of the following which might be problems for you in going on to school—

   ☐ meeting my expenses
   ☐ adjusting to a new place (making friends, finding a place to live, living in a city, etc.)
   ☐ transportation
   ☐ passing the entry tests
   ☐ filling out the application
   ☐ deciding what school to attend
   ☐ parents don't agree with me
   ☐ other: ____________________
   ____

C. ☐ I plan on getting an apprenticeship:

1. Name of trade ____________________
2. Have you talked to anyone who has done this type of work? yes or no
3. What have you done toward getting this apprenticeship? (taken the tests, name on waiting list, etc.) ____________________
   ____
4. What do you think your chances are of getting the apprenticeship?

   very good pretty good not so good

(continued)

D. ☐ I plan on entering the military:

1. Branch ______________________________

2. Have you talked to a representative of this branch of the armed services?

   yes or no

3. Have you talked with anyone else in your age group who has entered this branch of the service?

   yes or no

4. What have you done so far about enlisting? ______________________________

   ____

E. ☐ I plan on marrying shortly after high school:

1. Have you and your future mate discussed your individual roles and responsibilities?

   yes or no

2. What roles/responsibilities will you have?

   ____

3. How have you prepared yourself for these roles/responsibilities?

   ____

4. What will be your source of income? ______________________________

F. ☐ I plan on doing some volunteer or civic activities:

1. What will you be doing? ______________________________

2. Have you ever done this in the past or are you doing this now? yes or no

3. Have you ever talked with anyone else who has done this? yes or no

G. ☐ I plan on spending more time on the following hobbies or outside interests:

____

____

____

(continued)

H. ☐ I plan on traveling for a while: ____________________

____

____

How sure are you of your plans for next year? ____________________

____

____

How might these plans change? ____________________

____

____

What would you do if your plans didn't work out? ____________________

____

____

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

Placement Plan

Placement goals: ____________________

____

____

____

____

____

Plan:

Services or Activities	Person or agency responsible for providing activity	Date Completed

Signatures:

Career Advisor: ____________________ Date: __________

Student: ____________________ Date: __________

Placement Plan
(Reverse Side)

Examples of Activities:

A. Further help in *selecting* areas of career interest.

1. Referral to school counselor.
2. Enrollment in occupational information course.
3. Interviews with others in area of career interest.
4. Participation in career club or community organization.

B. Further *training* in area of career interest.

1. Enrollment in courses related to career interest.
2. On-the-job training or work experience.
3. Volunteer experience in area of career interest.
4. Referral to agency (e.g., DVR, CETA) which can provide desired training.
5. Information regarding G.E.D. program.

C. *Informational activities*

1. "Shadowing" program
2. Interviews with others pursuing desired activities
3. Referral to written materials
4. Involvement in career club
5. Attendance at career seminars

D. *Placement assistance*

1. Locating sources of placement opportunities
2. Referral to another agency or individual
3. Improvement in job seeking or maintaining skills (Specifically: ______________________)
4. Locating sources of financial support
5. Transportation assistance
6. Relocation assistance

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

Follow-Through Report

(To be completed when student has entered post-school placement)

1. Career placement obtained? ______________________________

2. Was the placement obtained compatible with the student's previous placement plan?

____

If not, why? __________________________________

____

____

3. Sources of assistance used in locating and acquiring desired placement:

____

____

____

4. Difficulties encountered by student: _________________________

____

____

____

5. Future plans of student, if any: ___________________________

____

____

____

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

SAMPLE
MATERIALS FOR DEVELOPING
JOB SEEKING SKILLS

Finding Your Selling Points

List personal skills or experiences	Benefits, if any, of these skills in each occupational area considered		
	Job Goal:	Job Goal:	Job Goal:

Source: Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Gudiance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

Sources of Job Leads

A. Telephone Directory, Yellow Pages
B. Newspaper Classified Ads, Help Wanted
C. Newspaper Articles
D. Employee Associations
E. Employer Associations
F. Trade and Professional Associations
G. Trade and Professional Journals and other Publications
H. Labor Unions and Labor Publications
I. Civic and Religious Organizations
J. Service Clubs; Fraternal Organizations
K. Chamber of Commerce, Publications and Notices
L. Personnel Managers' Associations
M. School Counselors and Placement Offices
N. Manufacturer's Directory
O. State Employment Service
P. State Apprenticeship Council
Q. Civil Service and Military: Federal, State, County, City
R. Veterans Agencies and Associations
S. YMCA, YWCA and Affiliated Organizations
T. Mental Health Organizations
U. Private Employment/Vocational Counselors and Agencies
V. Local and Neighborhood Services and Organizations
W. Radio and Television Stations
X. Friends, Relatives
Y. Other Counselors
Z Employers Who Have No Openings

Source: Dr. Richard Koch, California State University, Sacramento, California.

ORGANIZING YOUR JOB HUNT

I *POSSIBLE LEADS FOR JOB OPENINGS* (List every person and agency which may be helpful to you in locating job leads—for ideas see the "Job Leads List")	II *JOB OPENING INFORMATION* (Include information about the job opening: job title and description, application procedures, qualifications, application deadlines, etc.) (If the person in Column I suggests another person or agency to contact, add this new name, address, and phone number to Column I)	III *ADDITIONAL INFORMATION OR COMMENTS*
Name Address Phone No.	Date*	

*Date indicates the day you contacted the person/agency in Column I and obtained the information.

TIPS FOR TELEPHONE CONTACTS WITH EMPLOYERS

1. Approach employer directly—call yourself—don't use parents and friends as go-betweens.

2. Be prepared—decide what you want to say and prepare your approach.

3. Be brief and concise—keep the phone call short.

4. Identify yourself and reason for your calling.

5. Establish rapport.

6. Get the employer interested—make an "interest-creating" comment.

7. Briefly present an overview of your qualifications emphasizing how you can be of benefit to the employer. (Translate your experiences and personal attributes into skills which are of benefit to the employer.)

8. Reserve questions on fringe benefits, job security, salary range, or working conditions for the interview.

9. Thank employer for his/her time and information. Repeat specific information pertaining to a scheduled interview (date, time, place, etc.) if appropriate.

Source: (Adapted from) Susan J. Kosmo et al. *Transitional Placement in the Rural School.* A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

TELEPHONE CALL FOLLOW-UP LETTER

(before interview)

Dear Mr. Smith:

It was a pleasure talking to you on the phone. I am looking forward to our interview on Thursday.

Enclosed is a copy of my resume. It details some of my training and prior work experience.

If for any reason you would wish to contact me before Thursday, I can be reached at 608/123-4321 during the day, or 321-1234 during the evening.

Thank you for your consideration.

Sincerely,

Ignatius Brown

Source: M. Douglas Ray and John D. Hartz. *Employability Skills Program.* Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin.

Preparing A Resume

1. *Personal data* — Begin with your name, address, and telephone number. Other personal data, such as your date of birth (optional) and your marital status and dependents, may follow or appear at the end of your resume.

2. *Employment objective* — Indicate the kind of job you are seeking. If you are qualified for several jobs and are preparing one all-purpose resume, list them in order of your preference.

3. *Work history* — You can organize this information in two ways. Choose the one that presents your work experience better.

   a. *By job* — List each job separately (even if the jobs were within the same firm), starting with the most recent one and working backward.
      For each job, list:

      Dates of employment
      Name and address of employer and nature of the business
      Position you held

      Then describe your job, showing:

      Specific job duties—The tasks you performed, including any special assignments and use of special instruments or equipment.
      Scope of responsibility—Your place in the organization, how many people you supervised, and in turn, the degree of supervision you received.
      Accomplishments—If possible, give concrete facts and figures.

   b. *By function* — List the functions (fields of specialization or types of work, such as engineering, sales promotion, or personnel management) you performed that are related to your present job objectives.

      Then describe briefly the work you have done in each of these fields, without breaking it down by jobs.

(continued)

4. *Education* – (If this is your main selling point, put it before your work history.)

   List your formal education, giving:

   - High school (can be omitted if you have a higher degree), college, graduate school, and other courses or training
   - Dates of graduation or leaving school
   - Degrees or certificates received
   - Major and minor subjects and other courses related to your job goal
   - Scholarships and honors
   - Extracurricular activities (if you are a recent graduate and your activities pertain to your job goal)

5. *Military experience* – List your military service if it is recent or pertinent to your job goal, indicating:

   - Branch and length of service
   - Major duties, including details of assignments related to the job you seek
   - (Indicate any pertinent military training here or under your education.)

6. *Miscellaneous* – If appropriate to your field of work, give such information as:

   - Knowledge of foreign languages
   - Volunteer or leisure time activities
   - Special skills, such as typing, shorthand, or ability to operate special equipment
   - Membership in professional organizations
   - Articles published, inventions, or patents

7. *References* – Give the names, positions, and addresses of three persons who have direct knowledge of your work competence. If you are a recent graduate, you can list teachers who are familiar with your school work. When possible, you should obtain the permission of the persons you use as references.

Source: *Preparing a Resume.* Wisconsin Job Service. Wisconsin Department of Industry, Labor, and Human Relations, Madison, Wisconsin 53701.

Format for a Letter of Inquiry

Box 105
1901 Ripon Avenue
La Crosse, Wisconsin 54601
January 15, 1973

Mr. John Doe
Director of Personnel
Cameron Manufacturing, Inc.
1500 North Main Street
Oshkosh, Wisconsin 54901

Dear Mr. Doe:

Opening paragraph: State why you are writing, name the position or type of work for which you are applying, and mention how you heard of the opening.

Middle paragraphs: Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had experience, be sure to point out your particular achievements or other qualifications in this field or type of work.

Middle paragraphs: Refer the reader to the attached application blank or personal data sheet (which gives a summary of your qualifications), or to whatever media you are using to illustrate your training, interests and experience.

Closing paragraph: Have an appropriate closing to pave the way for the interview by asking for an appointment, by giving your phone number, or by offering some similar suggestions to facilitate an immediate and favorable reply. Ending your letter with a question encourages a reply.

Very truly yours,

Brian K. Young

Enclosure

Source: "Career Placement Handbook." Prepared by Goodrich High School and the Wisconsin Job Service, Fond du Lac, Wisconsin, 1976.

INTERVIEW QUESTIONS

Tips on Answers

1. Employers need to be shown that you would be able to do the job well.
2. Employers want to know you are familiar with their business and the work involved.

3. Employers want short answers.
4. Employers want answers that show some thought.
5. Develop your own answers.

Some Commonly Asked Questions

1. How did you find out about this job opening?
2. Tell me something about yourself.
3. What special skills do you have?
4. Why do you think you would like this particular type of job?
5. What do you know about our company?
6. What have you learned from some of the jobs you have held?
7. How did previous employers treat you?
8. How do you spend your spare time? What are your hobbies?
9. Are you looking for a permanent or temporary job?
10. Why should we hire you?

Source: Dr. Richard Koch, California State University, Sacramento, California.

PRACTICE FORM

ANSWERING MAJOR QUESTIONS IN THE INTERVIEW

This is a practice sheet for you to use in putting together an answer for each of the major questions that are almost always asked in an interview. This will help you to be ready to answer those questions when they are asked in your first real interview.

1. Tell me about yourself. (The employer is looking for job-related information from you, not information about your personal life.)

2. What skills do you have? (Go back to the practice form on "Breakdown of Skills.")

3. What are your strong points? (The employer is interested in *job-related* strengths.)

4. What are your weak points? (Everyone has weaknesses. Try to find one or two that can be turned into something positive.)

5. Why should I hire you? (The answer is *NOT*–"Because I really need this job." This is another chance to tell the employer what skills you have.)

6. Do you have a disability? (Talk about your disability in very simple language. It is important not to use long medical terms.)

FILL IN AND DISCUSS ANSWERS WITH COUNSELOR

Source: Dr. Richard Koch, California State University, Sacramento, California

EMPLOYER'S NEEDS

What is the Employer Looking for?	How Do You Show that You Have It?
1 Confidence in your ability to do the job you are applying for	1. Describe your education or training that relates to the job. 2. Describe your work experience as it relates to the job. 3. Describe your good points and your *skills.*
2 Knowledge about the business and the job	Be enthusiastic about working for this firm. Questions, if they are good ones, can show you are really interested in working for the company.
3 Dependability	1. Be on time for the interview. 2. Talk about your good attendance record at school or on other jobs. 3. Call back on the day you arrange to call back!
4 Ability to get along well with other employees	1. Tell the employer before you are even asked, that you get along with other people, based on past experiences. 2. Be friendly and as relaxed as possible during the interview.
5 Ability to fit the image of the company	1. Dress appropriately. Wear clothes that are similar to what other workers are wearing. 2. Don't make negative comments about the firm's product or service.
6 A person with few problems	1. Don't talk about personal problems which would not affect your job performance. 2. If you have any problems which *might* affect your job performance, describe how you plan to make up for them.

Source: Dr. Richard Koch, California State University, Sacramento, California.

THANKS-FOR-THE-INTERVIEW LETTER

(if you are still being considered)

Dear Mr. Brown:

Just a note to thank you again for providing me the opportunity to discuss with you my qualifications for a position on your staff.

You indicated a desire for an eager young man with ambition, training and some experience. While I have not had direct experience in the insurance field, my position with ACME Associates certainly involved very similar public contact work. I know I am eager and ambitious, and I think my training has been exceptional.

From our talk, as well as the meetings I had with Dick Smith and Mary Washington, I was very impressed both with the thoughtfulness and sincerity of people at Brown and Company, and with the training program you employ with new staff members. In all sincerity, I believe I could serve both you and the company well and proudly.

I do look forward to speaking with you again. May I hope to hear from you at your earliest convenience?

Thank you again for your consideration.

Sincerely,

James Jones

Source: M. Douglas Ray and John D. Hartz. *Employability Skills Program.* Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin.

THANKS-FOR-THE-INTERVIEW LETTER

(when you don't get the job)

Dear Mr. Brown:

It was a distinct pleasure to have had the opportunity to talk with you about the position on your sales staff. I found our conversation to be very helpful and enlightening.

I realize why you have a preference for someone with particular experience in your line. Nevertheless, I do hope that I can land a position in a firm as alive and exciting as yours appears to be. Thank you very much for providing names of other employers I might contact. If you should hear of anything in any firms you regard highly, would you please keep me in mind?

Thank you again for your time and consideration.

Sincerely,

David Jones

Source: M. Douglas Ray and John D. Hartz. *Employability Skills Program.* Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin.

LETTER OF ACCEPTANCE

Dear Mr. Brown:

Once again it was a pleasure talking to you on the phone. I'm very happy that I have been accepted for employment at your firm. I believe it will be a mutually profitable association.

On Tuesday, May 29th, I will report to Mr. Smith in the claims division. I'm looking forward to seeing you again and to meeting your entire staff.

Thank you.

Sincerely,

James Jones

Source: M. Douglas Ray and John D. Hartz. *Employability Skills Program.* Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin.

INDIVIDUAL AND GROUP ACTIVITIES: PLACEMENT

1. Have each student develop a personal placement manual. Items might include self-inventory exercises, questionnaires, autobiographies, career assessment exercises, resumes, cover letters, thank you letters, occupational/educational resources and persons to contact, newspaper clippings, hints on interviewing, hints on getting a job, hints on keeping a job, class handouts, and worksheets.

2. Have students look through newspapers and select all lthe jobs they might be interested in at this time. Have them develop letters of application, resumes, etc., and conduct mock interviews for the jobs.

3. Interview practice sessions:

    a. conduct role-playing interviews with students, counselors, teachers, former students, etc.

    b. invite an employer or personnel officer to the class to explain interview procedures and to conduct practice interviews with the students (these interviews should then be critiqued by the class, employer, or interviewee)

    c. listen to tapes of interviews and critique them

4. Develop a bulletin board or special area where job orders and information are posted.

5. Have special group sessions where certain aspects of placement are presented. The groups may involve students of similar interests, goals, needs, etc. This would allow for the handling of special concerns beyond the general classroom discussions and presentations.

Many additional activities, forms, and procedures are outlined in the resource materials and packets cited throughout the *Desk Reference.* Many of the forms presented here are discussed in detail in *Transitional Placement in the Rural School*—A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools.

NOTES

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REFERENCES CITED

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CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

MICHIGAN

Kenneth Groh, Administrator, Powers
Dennis Stanek, Administrator, Rapid River
Bill Wininger, Administrator, Republic
Dave Gallinetti, Administrator, Republic
Peter Rigoni, Administrator, White Pine
Earl Eliason, Teacher, Champion
Dave Morin, Teacher, White Pine
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Barbara Stebler, Counselor, Hubbell
John Peterson, Counselor, Gladstone
Charles Kalhoefer, Counselor, Stephenson
Bonnie Hansen, Counselor, Powers
Michael Meldrum, Counselor, Marquette
Kenneth C. Ivio, Counselor, White Pine
David Hooker, Student, Ahmeek
Matt Amann, Student, Gladstone
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Keith Johnson, Student, Republic
Reata Mayo, Student, Republic
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Paul Kimball - Copper Country Intermediate School District
W. Leroy Liimakka - Gogebic Ontonagon Intermediate School District
Ivan Ryan & Karl Arko - Delta-Schoolcraft Intermediate School District

OHIO

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William Mann, Administrator, Heborn
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Everett Park, Administrator, Chillicothe
Helen Snyder, Administrator, Waverly
Darold Figgins, Administrator, Montpelier
Stanley Miller, Administrator, Clarksburg
Max Knisley, Administrator, Chillicothe
Carl Fogle, Administrator, Navarre
Tony Zuppe, Administrator, Alliance
Kenneth Schppan, Teacher, Canton
Mary Lou Wachtel, Teacher, Massillon
Milton Miller, Teacher, Navarre
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Robert Mason, Counselor, Granville
Joyce Windnagle, Counselor, Defiance
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Donald Kerr, Counselor, Westerville
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Dallas Chaffin, Student, Chillicothe
Jim Hoover, Student, Napoleon
Jill Decker, Student, Sherwood
Kim Burton, Student, Portsmouth
Dudley Nichols, Student, Portsmouth
Vance Holter, Student, Johnstown
Carolyn Ford, Student, Johnstown
Paula Morgen, Student, Chillicothe
Wade Golay, Community Rep., Canal Fulton
Mable Alley, Community Rep., Londonberry
Merl Bauman, Community Rep., Napoleon
William Hall, Community Rep., Wheelersburg
Lena Rowe, Community Rep., Portsmouth
Janet Everett, Community Rep., Johnstown
Lloyd Bixler, Community Rep., Newark
Pam Whaley, Community Rep., Wauseon
Charles Knapp, Community Rep., Chillicothe

WISCONSIN

Ted Kakaliouras, Administrator, Bangor
Fred Ponschok, Administrator, Shawano
Al Szepi, Administrator, LaFarge
Eugene Hawkinson, Administrator, Belmont
Jim Wall, Administrator, Platteville
Alan Beeler, Administrator, Johnson Creek
Theresa Worachek, Administrator, Reedsville
Jim Romskog, Teacher, West Salem
James Leavitt, Teacher, Belmont
Margo Thiede, Teacher, Platteville
Leona Chadwick, Teacher, Ft. Atkinson
Grant Mattes, Teacher, Reedsville
Susan Zimmerman, Counselor, Onalaska
Theda Gill, Counselor, Platteville
Terry Van Himbergen, Counselor, Johnson Creek
Larry Olson, Counselor, Reedsville
Charlotte Buckbee, Counselor, Shawano
Kevin Berg, Student, Bangor
Jo Ellen Hesselberg, Student, Sparta
Jackie Buckhop, Student, Belmont
Ron Voigts, Student, Belmont
Theresa Stuehler, Student, Watertown
Mitch Winter, Student, Johnson Creek
Kathy Welch, Student, Reedsville
Tim Wenzel, Student, Reedsville
Steven Broder, Student, Shawano
Steve Darm, Student, Shawano
Juanita Rasch, Student, Shawano
Charlotte Hoffmann, Parent, Bangor
Shirley Heins, Parent, Belmont
Mr. & Mrs. William Daley, Parents, Greenleaf
Lloyd Niedfeldt, Community Rep., Bangor
Joseph Klein, Community Rep., Cuba City
Helen Krause, Community Rep., Johnson Creek
Betty Lemberger, Community Rep., Whitelaw
William Becker, Community Rep., Shawano
J. A. Kasten, Community Rep., Shawano
Charles Marohl, Community Rep., Shawano

Rural America Series

Career Guidance Program Support Information Documents

- *State of the Art Review*
- *Life Role Development Model*
- *Career Guidance Resources*

Career Guidance Program Process Handbooks

- *Planning and Implementation*
- *Career Development Needs Assessment*
- *Behavioral Objectives*
- *Resource Assessment*
- *Deciding via Evaluation*

Career Guidance and Counseling for Groups and Individuals Handbooks

- *Career Counseling in the Rural School*
- *Desk Reference: Facilitating Career Counseling and Placement*
- *An Individualized Approach to Career Counseling and Career Placement*
- *Transitional Career Placement in the Rural School*
- *Career Guidance Practices*

Career Guidance Program Support Functions Handbooks

- *Staff Development*
- *Community Relations and Involvement*
- *Rural Community Perspectives toward Career Development*

For ordering information (individual and quantity prices) and/or in-service training technical assistance, contact:

The Center for Vocational Education
CVE Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655